DOCUMENT RESUME

ED 142 765 08 CE 011 777

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TITLE Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Functions. Rural Community Perspectives toward Career Development: A Handbook for the Assessment, Communication and Expansion of Rural Adult Career Attitudes and Values Affecting Youth. Research and Development Series Number 118 D3.
INSTITUTION Northern Michigan Univ., Marquette. School of Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE 77
GRANT G007500350; G007500351; G007501231
NOTE 105p.; For related documents see CE 011 762-CE 011 777
AVAILABLE FROM Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset D $12.75, document D3 $6.25; quantity discounts available)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Administrator Guides; Attitude Tests; Career Education; *Changing Attitudes; *Community Attitudes; Community Involvement; Counselor Role; Data Analysis; Elementary Secondary Education; Employer Attitudes; Employers; Ethnic Stereotypes; Needs Assessment; *Occupational Guidance; Parent Attitudes; Post Secondary Education; *Rural Schools; School Community Relationship; Sex Discrimination; Sex Stereotypes; Social Attitudes; *Social Values; Teacher Attitudes; *Vocational Development

ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook is one of a subset of three program support function guides. Activities listed are designed to affect the indicators of career attitudes and values in youth, i.e., the adults of the community. The handbook describes a comprehensive program of attitudes and values identification and communication to assist career guidance personnel in expanding career aspirations and options for rural youth by diminishing racial, sex, and socioeconomic stereotypes among adults. Specific programmatic information, program techniques, and actual instruments (attitudes questionnaires, career guidance inventories, simulations) are provided for use as shown in the attitudes and values change program. Guidance staff are also given guidelines throughout to alter the materials or build their own programs from the research-based information presented. Appendixes suggest specific alternative program materials and program evaluation tools. (TA)

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RESEARCH AND DEVELOPMENT 118 D3

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Rural Community Perspectives toward Career Development:

A Handbook for the Assessment, Communication and Expansion of Rural Adult Career Attitudes and Values Affecting Youth

Walter M. Stein

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The School of Education
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1977

CE 011 777

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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These materials were developed by The Center for Vocational Education, Ohio, Wisconsin Vocational Studies Center, Wisconsin, and Northern Michigan University, Michigan, through three separate grants from the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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The Center for Vocational Education	Grant No.:	G007501231
Wisconsin Vocational Studies Center	Grant No.:	G007500350
Northern Michigan University	Grant No.:	G007500351

This publication is not printed at the expense of the federal government.

FOREWORD

Since the submission of the proposal to the United States Office of Education to initiate "A Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural (Small) Schools," many people have contributed to the design and development of the program. Northern Michigan University is pleased to be a part of the consortium with Ohio and Wisconsin in this much needed endeavor. We believe that it is oriented to the service objective of the University and of Michigan's Career Education Consortium.

There is a danger when acknowledging specific persons that an important contributor may be omitted; nevertheless, the assistance of the individuals noted here was vital to Northern's work in the consortium. Harry N. Drier, Educational Specialist, The Center for Vocational Education, The Ohio State University, authored the bulk of the proposal, initiated and coordinated activities necessary for reaching outcomes which have caused the *Rural America Series* to be a reality. He also helped to recruit staff and provided overall leadership. Dr. Gerald Noblitt, Evaluation Specialist at The Center for Vocational Education, provided advice and writing assistance related to the program evaluation chapter. Dr. Elmer J. Schacht, Head of the Department of Education, Northern Michigan University, has given much time and advice to our project staff. We are grateful for the services of Mrs. Sandra Hampton, research assistant at Northern Michigan University, for her assistance in researching and abstracting most of the documents which went into the research for this handbook. Mrs. Ruth G. Stein also contributed, voluntarily, many hours of assistance in connection with this document.

The advice and consultation of many of the members of The Center for Vocational Education staff were of inestimable value in the planning, preparation and refinement of the handbook. Dr. Joseph J. Quaranta of The Ohio State University acted as consultant for this work and made major contributions toward envisioning the content of this document through integrating ideas conceived by staff at Northern Michigan University and The Center for Vocational Education and educators in the field.

Appreciation is also extended to personnel of the Michigan Department of Education. Mr. James Mahrt acted as chief liaison person between the project and the State Department of Education. His interest and help in offering consultative services were of great value. Members of the staff of the Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, were also helpful in reviewing materials, providing references, as well as coordinating the credibility review of panels throughout the state of Wisconsin.

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PREFACE

Orientation of Handbook and Rationale

For too long educators and writers in the field of attitudes and values have concentrated upon changing the attitudes and values of youth. We speak of bringing them more into line with "reality," e.g., the work ethic, doing well at school, engaging in adult-approved activities, and the like. The purpose of such efforts is usually to provide youth with the ability to secure financially rewarding jobs, the means to live "the good life" by adult standards.

Because of these "givens," the literature suggests that it is necessary to examine and change the attitudes of students. LET THE READER BE WARNED! This handbook looks at attitude and values change from the standpoint of the influencing adults. However, this handbook attempts to expand rural adult career attitudes and values in such a way as not to deny youth those career opportunities and experiences desired regardless of their sex, race, or socioeconomic level. Experience and research indicate that the communicators of career attitudes and values to youth are adults, i.e., parents, teachers, community members, much more than the commonly assumed peer influence.

Literature indicates that boys and girls are becoming far more vocationally mature at the ages of eight to ten than in the past. Research also suggests that girls may have already occupationally limited themselves by age eight. If these conclusions are valid, one is led to the inescapable conclusion that the various adults in the children's world communicate, or impose, career attitudes and values upon youth at a very early age which has long-lasting career development influence. It is for this reason that we have chosen to examine the career attitudes and values of adults and to address means by which these can be expanded. Specifically, we will look at the career attitudes and values of rural adults, how they are communicated, and what has been and can be done to cause three significant groups of adults in rural areas to communicate enriched rather than restrictive career attitudes and values to rural youth.

Attitudes and values toward career decision-making are commonly shaped within the home. A second source of values inculcation, especially in the earlier grades, appears to be the school. The third source, then, would be the community at large. Of particular importance in the consideration of career attitudes are employers. These populations will be the major foci for this paper.

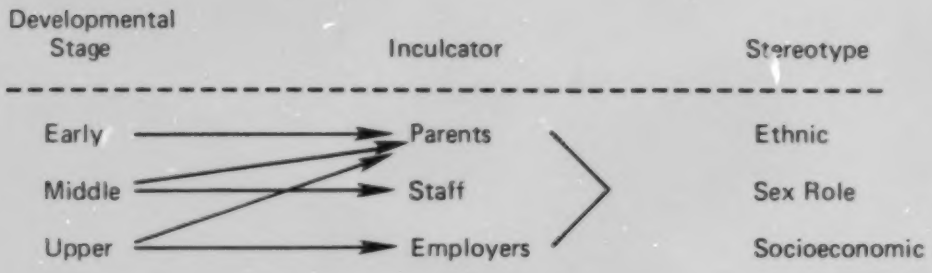
Among rural minorities, the school's influence, as a positive force, tends to diminish with age as these minorities fall farther behind the general population in achievement as measured by curriculum-based instruments. Some infer that rural youth, reluctant to leave the home area, tend to accept the mode of life around them and eventually the attitudes and values of the local community become theirs. The evolving stereotypic thinking, then, is seen as a strong potential for restriction rather than expansion of growth opportunities for these and succeeding groups of youth.

The staging of those influences in the career development process suggests that they tend to occur at various age levels. These differences would lead to different programming on the part of counselors and faculty to address the adult influence upon career aspirations and career choice.

In short, the fact of rurality may in some instances be a disadvantage. For the purposes of this paper, this supposition will be extended to mean that rural students may be disadvantaged in terms of not having a broad range of attitudes, values, career experiences, and role models, thus limiting career aspirations and career choices. The problem, then, seems to be to provide access to these broader ranges for rural students, particularly in a changing society and towards new and less stereotyped careers for both sexes.

Stereotypes related to sex roles, ethnic minorities, and socioeconomic situations seem to be among the leading factors affecting limitation of career aspirations and career choices of youth. Indeed they appear to operate much earlier in youth than is commonly believed. There appears to be a complex relationship of influences as shown by the following table:

Relationship of Influences Upon Career Aspiration/Choice



The degree of influence exerted by the three groups of inculcators will vary with developmental stage.

Another concern is for the attitudes and values held by adults regarding the career guidance program itself as a "vehicle" for addressing expansion of career attitudes and values.

Several reviewers have had negative reactions to the length, duplications, and time consuming procedures contained in this handbook. Every effort has been made to shorten the document, consistent with the writer's conscience. The philosophy behind the writing here was based upon a felt need to give practitioners some "nuts and bolts" approaches to building a program which the literature reveals to be almost non-existent at the present time. A practical approach, including full-blown examples (see Appendices and Chapter III), of necessity consumes much space.

It is specifically stated in the text that there are several alternatives given for each population. No one familiar with the rural school situation would expect all districts to implement all of the suggested approaches as contained here. The writer's approach is more like that of a cafeteria, "Take what you can use and can afford. We lay the choice before you." The school must make a decision on the degree of implementation needed and practical in its community. This decision should be consistent with time, funds, and leadership available. Commitments by staff, administration, and board of education will also be determiners of the degree of implementation to be undertaken locally.

A final note is to encourage the school district which finds none of these instruments and programs practical for its situation. These approaches are suggestions to the rural practitioner. Please feel free to adopt, adapt, or significantly change the approaches found here, or to develop your own. The main goal is for practitioners to recognize that attitudes and values of adults influence, early and greatly, attitudes and values of children. Some adult attitudes and values need to be changed for the sake of successful career development of youth. How change is brought about, within legal limits, must be determined by the situation in which the local district finds itself.

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CHAPTER I–SIGNIFICANT INFLUENCES ON RURAL YOUTH

Much has been communicated concerning the changing attitudes and values of modern society in the last decade. Among no group has this change had a more profound effect than upon our youth. All of the areas of life where changing attitudes and values have affected our young people have been catalogued by psychologists, sociologists, educators, and futurists.

In this context of changing attitudes and values, there is a perplexing dichotomy in the area of career decision-making. On the one hand as Klingelhoffer (1973) points out, in many ways there has been a redefinition of "work" resulting in many new college graduates and dropouts seeking to carve out new occupations rather than be "trapped by the system." Young people are avoiding "the establishment" criteria for success: a high paying job, the proper address, membership in prestigious professional, community, and religious groups; instead they are seeking occupations with a heavy component of human service. Many of those still entering the highly paid professions appear to emphasize the human service aspect of their work rather than financial rewards.

On the other hand, despite the desire to become more humanistically oriented and to accept expanded attitudes and values, the student–particularly the rural student–is strongly influenced by the three sets of "establishment" adults with whom he/she interacts most frequently: school staffs, parents, and employers. Career decisions are influenced by conflicting internal attitudes and values of youth. As could be expected, career decisions are often shaky and frequently changed. Students reflect the changing external values as well as their own attitudes and values.

Students' career decisions are not made in a vacuum, nor solely on the basis of the individual's subjective values, nor on objective data. Rather, there is an interaction of the students' own internal attitudes and values and those of others. Among those attitudes and values of others which convert into pressures are the attitudes and values of the adults with whom they interact. This interaction dimension of the decision-making process is described as a part of many vocational development theories, including those of Super, Holland, and Roe. Accepting this process, the question then becomes, what specific roles do the external influences play in the young person's attitudes and values toward career decision-making and life role implementation?

The influence that the three sets of adults have on youth make it imperative that guidance personnel obtain knowledge of these adult values and how applicable they are in today's society. This is especially true in rural communities if the rural career guidance program is to operate successfully.

As a corollary, it is also important, if not vital, to sound career decision-making for the school in general and the counselor in particular to work among the three adult groups in the area of attitudes and values toward career decisions. Adult stereotypes toward career roles inhibit the development of the career potential of youth. These dimensions of values and attitudes are exceptionally important. This is not to say that rural adults all have stereotypic attitudes and values which are a negative influence on youth. In fact, those who have explored stereotypic thinking associated with values may be used as resource people by the school in working toward liberalizing the values of other parents, staff, and community members.

The following summary briefly outlines the present views on the need for working with these three segments of the adult rural population.

Rural School Staff

Of the three groups of adults communicating attitudes and values to youth, the school staff is the one group upon whom guidance personnel should be able to have the greatest impact. Through

in-service education activities, the school staff members can be sensitized to their role in attitude and values communication. Once sensitized, they should be able to communicate attitudes and values about careers which will enable youth to come closer to realizing their aspirations and to assist them to aspire to that which is attainable in the given situation.

Of primary importance is the career background of the school staff itself. Often educators have a limited base of experience in the occupational world. Baker (1973) discusses programs for counselors to gain blue collar experience as a part of a planned workshop. Other experience-based activities are useful to help school staff develop a realistic perspective of the working world.

Regarding the impact of school staff, Hales and Yackee (1974) conclude from a study of ninety-nine fifth and sixth grade pupils in a rural setting that:

1. Some work values are related to the child's self-concept.

2. Educators who wish to influence children to consider seriously occupations in which their skills and abilities will be utilized must help children develop positive self-concepts.

3. The relationship between sex-role and work values indicates that educators must help children understand and, in many cases, modify their work values and relevant self-concepts.

Walker (1971) reinforces this with the statement of a need for school staff to assist students in gaining a feeling of personal worth.

Edington (1971), in Senate testimony, stated that rural schools do nothing to help students change their life role aspirations. These aspirations are the results of low self-esteem and a feeling of helplessness and a handicap stemming from their situation. Most damning of all, he states that they have low confidence in education to improve their lot. Again, no specific recommendations are provided to ameliorate the situation.

Cooker (1973) reports that in order to assure a maximum development of the valuing process in regard to vocations, schools cannot afford to wait until the higher grades to provide experiences designed to aid children in the critical examination of values. He also states that the differences in the ways boys and girls view values indicate that sex-role differentiation in the choice of vocational values has its origins before junior high school. Teachers and counselors should be aware of these differences and should provide experiences in order that children become more knowledgeable.

Lyle (1971) sees a need to create a favorable attitude in marginal students, slow learners, and socioeconomically disadvantaged students regarding the value of education and its contribution to the world of work. Ethnic, sex-role, socioeconomic attitudes and values permeate the school staff as well as the general public. Where these impinge upon the students' attempts toward full realization of abilities, they need to be identified and dealt with.

Parents

Gilda Greenberg (1971) calls for a re-education program for parents as influencers of occupational choice. She also challenges the counselor to be responsible for data concerning change in women's opportunities. She does not suggest specific means for disseminating these data, but implies that the total involvement of counselors in the parent influencing role is imperative.

Brady and Brown (1973) state that girls have already limited themselves occupationally by the age of eight. Further, they state that girls of this age concentrate their occupational aspirations on

nurturant and passive sex-typed occupational roles. They too leave specific programmatic details implied only.

It would probably be safe to be guided by Edington's (1971) statement that socioeconomic status in the rural community helps to determine the aspiration of youth. The implication of this statement is that rural minority adults need at least as much help in dealing with the attitudes and values they communicate to youth as does the general rural population. The limitations imposed by socioeconomic status permeate the entire occupational and career development process.

Minority youth are influenced by ethnic as well as socioeconomic pressures. Often these are interrelated; at times, however, they are two distinctly different types of pressures. Career decisions are influenced by the extent to which role models are available for emulation. Ethnic groups aspire differentially to occupations and thus hold a limited number of occupational positions. Youth within these ethnic groups do not have the models to pattern themselves after and, even more damaging, are not encouraged to cross stereotypic boundaries of careers. The guidance program in rural schools can identify and alter these ethnic influences.

Rural Community

Napier (1973) raises the question of whether real differences exist between people in rural and urban areas. In a study of eight variables; community identification, community satisfaction, physical mobility, educational commitment, family structure, socioeconomic status, value orientation, and alienation from the local community, the following conclusions were reached:

1. Rural-urban differences do exist in terms of these attitudinal variables. Differences are in degree rather than basically polarized positions.

2. Such differences are being eroded by time.

Edington (1971), as previously noted, states that rurality in and of itself is a disadvantage. While this would seem to constitute an opinion in direct opposition to the conclusions of Napier, who suggests a similarity in conditions of disadvantagement, the rural youth is more disadvantaged at least in the opportunity to explore and experience first hand a variety of careers, since most rural communities are one- or two-industry areas.

Based upon sociological interviews with poor families, Morrison and Phillips (1970) list among their major impressions of the values and attitudes of rural poor populations the following items:

1. Rural poor rationalize the advantages of rural living.

2. They hold stereotyped concepts regarding the disadvantages of city living.

3. They suffer frustration and discontent with their economic situation and the lack of mobility to leave that situation.

4. There is an implicit fear that their children will not reach their aspirations.

5. They feel that they have little usable knowledge of the way our social system operates.

6. They fail to identify and seek aid from public agencies.

7. Almost all of their energies go into surviving.

They conclude that there is need for experimental programs to educate, motivate, and train the rural poor to cope with the above problems and that there is a need for research on community development.

While there is limited literature available concerning the influence of adults upon students' attitudes and values toward career decisions, shockingly few studies have evolved a systematic approach to working with any of the adult groups in the area of attitudes and values.

Career guidance programs include early influences on career awareness of youngsters, exploratory activities which help provide realistic experiences, preparation for specific career implementation, placement, and follow-up. The assistance provided students for actual job placement is a crucial aspect of career guidance. Therefore, any program which assists rural youth in career implementation must include considerable attention to placement and to those adults most directly related to this task, the employers. Few studies have been conducted which survey rural employers' occupational attitudes and values, but the author suggests that they may hold the same stereotypes as do other adults. Furthermore, their attitudes and values, influenced primarily by economic considerations, translate into employment behaviors. Rural communities have few locally based employers. However, their impact on rural youth is great.

Significant others in the lives of students such as parents, community members, and educators have perceptions of what they believe to be reasonable life roles for students. These perceptions have developed over the years and have been reinforced by their educational and social institutions. In reality, these perceptions grow out of feelings about self, from interpersonal exchanges with youth, and a variety of cultural influences. The purpose of identifying rural adult attitudes and values toward career guidance and career stereotypes is to provide additional information and experience to modify perceptions and particularly personal interactions that transmit and/or reinforce preconceptions to or about youth.

The literature does not reveal a demand by rural schools for either instruments and/or systems for assessing public attitudes and values. This is true on most educational issues. It may be hypothesized that this lack of demand is related to the microcosmic nature of the rural community. Members of the school staff feel that they know what most people in the rural community are thinking and feeling on any particular issue. Therefore, they feel no need for sophisticated instruments, educational plans, or similar tools to obtain community attitude and value data to incorporate into educational program planning and development.

Hoyt (1970) makes a strong case for rural youth absorbing the positive values of a work oriented society. He also makes an equally strong case with respect to the lack of breadth of employment, try-out experiences, and occupational exploration. With these factors operating, and given the microcosmic nature of the rural community, rural youth are presumably exposed to a rather limited set of attitudes and values toward careers.

The gist of this problem, then, would seem to be one of working with the various rural publics, i.e., parents, school staff, and employers, to enable them to broaden their values and attitudes to facilitate wider options for career decision-making, career preparation, and life-work role assumption by rural youth.

While most adult influences on youth engaged in career awareness, exploration, and preparation are positive, those which are negative tend to be strong. Parents' stereotypic attitudes and values have an influence on youth at an early age. This influence is soon assimilated by the youth and by the time they can make independent decisions, it has already had a profound effect. As previously

shown, children learn at an early age that there are limitations based upon their sex, ethnic background, and socioeconomic status. These perceived limitations have as certain an impact on the person's development as they would if they were real. It is anticipated that a significant effort to assess, communicate, and expand adult career attitudes and values will have a profound effect on rural youth's realizing their full potential.

In summary, career guidance in rural as well as urban and suburban communities, is making an attempt to expand life role options for students throughout our country's educational settings through extensive involvement of parents and community members. Expansion of these options, adult involvement, and other career development experiences are seen as necessary by career guidance leaders for adequately providing students with the skills and perceptions necessary to move smoothly into effective life roles. (For suggested procedures for adult involvement, see the *Community Relations and Involvement Handbook* of the *Rural America Series*.) With these skills all students, of any given racial, ethnic, socioeconomic background, or sex, will more readily be able to recognize their potential options for life role assumption.

The attitudes and values identification and communication program proposed here is a series of activities to be carried out by rural school staff.

The objective of the program is to increase in participating staff, family, and community members behavior designed to expand potential life role options for each student regardless of sex, ethnic, or socioeconomic group. The sequence of major activities contained in this program designed to expand student options in the rural setting include:

1. Developing guidelines for conducting a significant other career attitude and value awareness program.

2. The selection of community populations for participation in the program.

3. Collection of local data to identify stereotypic attitude and value comments by significant others.

4. Planning activities to implement nonstereotypic interaction between significant others and rural students.

5. Evaluation and modification of the significant others' career attitude and value awareness program.

Although the concepts of career development are rooted deeply in society—historically, sociologically, philosophically, and legislatively—the fact remains that we still need a viable, structured, systematic approach to influencing, liberalizing, and upgrading the career values and attitudes of adults in the rural community.

The School and Career Attitude and Value Program Planning

First, there must be planning for analysis of the problem. This preassessment planning should include a consideration of steps needed to prepare for, conduct, and evaluate the total program. It is particularly important to detail the steps for analyzing the problem. In this handbook the planning would include understanding of the role adult career attitudes and values play, the means for analyzing them and the relationship between the data and program implementation.

The second step in program development is assessment. This handbook details three distinct populations to be assessed. They are the school staff, the parents, and the community with emphasis

on employers. Their career stereotypes based on ethnic, sex-role, and socioeconomic attitudes and values must be assessed. Suitable instruments for data collection must be identified. This needs assessment should lead directly to goals and objectives, programming, and evaluation.

A third step is to set goals and objectives for each specific program. These statements should follow from the needs assessment and guide the development of the program. They should include the broad goal statement as well as the more specific measureable objectives. Sound evaluation will be based on prior goals and objectives.

The fourth step is the development of a program plan for participants. In this case separate needs can be identified for parents, school staff, and community. Thus, program plans must be made for each.

The fifth step is the development of strategies. Strategies are the planned approaches to accomplish the goals and objectives. Specific types of strategies are needed for particular objectives. Where knowledge change is to be effected, cognitive strategies can be planned. Where attitudes, values, and behaviors are to be dealt with, experiential activities—real or simulated—need to be employed. Obviously staff leadership with expertise in all levels of strategies must be developed. All aspects of the program must be compatible with the strategies used, such as materials, resources, staff, facilities, and schedule.

The sixth step is program implementation. The needs, goals and objectives, and program plan are a part of this step. Strategies are carried out based upon these factors. The implementation step is crucial. Careful planning should have preceded it; adequate opportunity for carrying it out should be provided; and, evaluation and follow-up should be conducted.

The seventh step is evaluation. It is highly important in any program, but vital in assessing the affective impact of the Attitudes and Values Expansion Program. Although it appears at the end of this list, it should be planned for from the beginning and should be ongoing throughout the program. Evaluation questionnaires, if used, should be constructed to assess the participants' reactions to all phases of the program, e.g., organization, setting, materials as well as content. Appendix C shows a post-workshop evaluation instrument. By administering parts of this questionnaire at the close of each session, process evaluation may be carried out. In a sensitive area such as attitudes and values, process evaluation will help the coordinator to work more effectively with participants by obtaining their reactions on a continuing basis. Product evaluation might be achieved by amalgamating the results of all of the parts of the questionnaire. A separate final questionnaire may also be used for product evaluation.

The purpose of this handbook, then, is to assist the administration and guidance staff in rural communities to plan, implement, and evaluate programs designed to expand career attitudes and values held by rural adults. The outcome should be to reduce the restrictive effect of ethnic, sex-role, and socioeconomic stereotypes on the career awareness, exploration, preparation, and placement of rural youth. Based upon expanded options made possible through the provision of enriched career information and experiences, rural students might well expand or reinforce their life role aspirations and expectations.

Note: The planning process handbooks, "Planning and Implementation," "Needs Assessment," "Resource Assessment," "Behavioral Objectives" and "Deciding via Evaluation" will provide much assistance to the program coordinator in planning for and implementing the seven steps listed above.

CHAPTER II—GENERAL GUIDELINES FOR ASSESSMENT OF RURAL ADULT ATTITUDES AND VALUES— CAREER GUIDANCE, CAREER STEREOTYPES

General Work Values

Assessment of rural adult attitudes and values generally will be an attempt to assess adults' perceptions of career guidance and their thinking toward careers. In particular we will be interested in general work values as they reflect sex role, ethnic, and socioeconomic stereotypes, these being the most seriously limiting stereotypes.

Significant Adult Career Attitudes and Values

Stereotypes are among the significant adult career attitudes and values having the most limiting impact. Rigid biases associated with personal characteristics limit the development of interests and abilities, expectations and opportunities, and perceptions of self and others. Given an open, accepting social environment the child will normally develop in ways consistent with innate capacities. The acquisition of knowledge, the development of interests and aspirations, and the translation of these into career behaviors will proceed in natural, healthy, self-fulfilling ways. A degree of influence of stereotypic behavior on the part of significant adults could limit this growth. Unfounded stereotypes affect self-perceptions as well as self-development and opportunities thereby stifling normal development. The recognition and subsequent elimination of them allows for the freeing of one's potential.

The years when stereotypic behavior takes its greatest toll are those of the elementary school (most closely associated with career awareness), the middle or junior high school (most closely associated with career exploration and preparation). The guidance program in any school system can provide the leadership in planning and carrying out activities designed to identify and modify adult career attitudes and values which impede the normal progress of children. Each of these significant elements is included in the purposes of this guide.

Stereotypes. Career attitudes and values associated with race have long been recognized one of the most serious negative influences on a person's reaching full potential. In their more obvious forms, opportunities for education, training, and employment have been denied individuals on racial grounds. In more subtle forms of stereotyping, racial minorities have themselves limited their own growth because of unfounded self-assessments which resulted from stereotypes in attitudes and values imposed upon them. In more recent years many open forms of bias have been eliminated. There still exist, however, more subtle biases as well as the more debilitating self-perceptions which greatly influence a young person's growth and development. While ethnic stereotypes associated with nationality are generally not as prevalent nor as serious as those associated with race, they too constitute a serious enough impediment to career development in rural youth to warrant active attention on the part of the school personnel. Programs for assessing, communicating, and eliminating racial and ethnic career attitudes and values which negatively influence rural youth should be conducted. These programs should focus primarily on the less obvious, but more damaging psychological aspects of adult career stereotypes and their impact on the career development of youth.

In recent years biases associated with sex have received considerable attention. Equality of opportunity for women in the vocational fields has been the subject of major hearings in the Congress, in popular media, and a wide variety of education settings. Ever increasing research on the development of sex differences and sex roles is being conducted. Studies of institutional settings and their sex

influences are widespread. In short, sex stereotypes have been the object of reasoned, objective research as well as more emotional subjective oratory. Schools can receive a great deal of assistance in assessing their sex biases through the use of a number of excellent guides for identifying sex discrimination in all phases of their program. Equal Rights Amendment literature provides excellent guidelines for identifying sex discrimination in the community. However, the more subtle, deep-seated adult career attitudes and values need the attention of school personnel. Administrators and guidance personnel should lead the way toward examining them.

While, in fact, there is considerable opportunity for mobility by individuals, up and down the socioeconomic scale, the data on actual occupational mobility reveal that such mobility does not take place. Children tend to aspire to and, indeed, enter occupations at a socioeconomic level consistent with that of the family in which they were reared. Furthermore, the attitudes and values of the significant adults with whom they most commonly interact will be those associated with their socioeconomic levels. Interests, aspirations, and opportunities are all socioeconomically influenced. Most often socioeconomic status is a limiting factor in a child's career aspirations. When aspirations are beyond current status, the discrepant values and subsequent new and different attainment levels cause considerable stress on the individual. In either event socioeconomic based career attitudes and values should receive significant attention on the part of the school personnel. The limiting influence of such attitudes and values should be addressed.

Significant adults. As noted, parents, teachers, and prospective employers in the community are the greatest influences on career development of youth. The parents' influence is felt in three ways. First, there is the impact of the type of family environment that they create for the child. Some vocational development theorists claim that the nature of this family climate will be one of the most important determinants of subsequent career choice. Undoubtedly the type of family environment and the relationships therein will have a serious influence on aspects of the child's development which later are translated into career behaviors. A second kind of parental influence is transmitted somewhat more directly in the career attitudes and values associated with sex role stereotypes. These, perhaps, influence most greatly career decisions and limit most narrowly career aspirations of boys and girls. Often sex role stereotypes have their greatest influence at the early ages and in the most subtle ways. Such stereotypes usually are well formed before the child fully recognizes them. The third way in which parental career attitudes and values influence rural youth is in a more direct, often verbalized pressure which attempts to bias career thinking and decision-making in favor or prevailing parental values. These are the most open and therefore most easily dealt with parental career attitudes and values. They, as all stereotypes, should receive considerable attention in any school program designed to provide a more open setting in which children are able to develop their career lives in a realistic and satisfying manner.

Following the vital early home years, the next most crucial influence on rural youth is the school. The teacher represents the second most significant adult in the lives of most children and youth. Their influence is felt in two ways. First there is the set of personal attitudes and values which are held regarding their students and careers. These influence more subtly their own interaction with the student in such ways as possibly to bias them for or against particular career related choices without being fully verbalized. Often these biases will be manifested in educational activities rather than in the career activities of the student. The second way in which teachers' attitudes and values could influence their students is in the direct interaction with them on career matters. The extent to which a teacher is knowledgeable about careers, including recent occupational information as well as student information, can often play an important part in the way in which they assist students in career development. Their career attitudes and values influence not only whehter they seek to develop career development or career guidance skills, but the ways in which they use them in their classrooms. While teachers represent the second most influential adult group in the total life of rural youth, they are perhaps the most influential in terms of their career development.

The third influencing group, significant adults in the community, becomes very important in children's lives as they grow older and their life space expands beyond the home and school to the community. Adults create the settings in which youth live out their social lives, they provide role models, and they provide the opportunity for career exploration and job placement. The employers in a community represent one of the most significant adult groups in the career lives of rural youth. They make it possible for the young person to have an opportunity to explore the world of work and thereby to set early tentative career goals. They also dictate the extent to which career opportunities for youth exist locally. Just as the teacher is significant in the educational realm, so is the employer significant in the working world. Employers become translators of the career attitudes and values held by the community. As such they manifest their own personal values as well as those of the community at large. They also translate the laws and regulations which officially eliminate biases based on ethnic and sex discrimination. Business and, where present, industry are the crucial elements in the occupational dimension of careers in the community. Employers should be not only primary targets for school activities, but also primary movers within the school through their advice and involvement.

Career development in school and community. The three phases of school years in rural communities are generally the elementary, middle or junior high, and senior high school years. As suggested, they should incorporate the career awareness, career orientation, career exploration, and career preparation aspects of career development. Each represents a significant stage in the student's life. A compatible career program thrust should be designed to meet the needs of youth at each stage. The negative influence of stereotypes in career attitudes and values of adults will be felt differently at each stage. These differences will also be associated with the type of educational program in the school. These programs will vary based upon the staff which comprise them, the facilities available for a sound educational program, the materials and resources which can be brought to bear, and the strategies employed.

Career development is best promoted when the educational program is closely interrelated with the community. As the child develops career awareness and engages in subsequent career exploration, an increasingly broader range of opportunities is necessary. In the National Institute of Education (NIE) conceptual framework for career awareness, four elements have been identified. These are knowledge, preferences, values, and self-concept. All are interrelated. These four elements participate in a dynamic and interactive way in the formation of individual career awareness and choice.

Regarding career awareness a review of NIE literature provides the general working assumptions. Of these, the following would apply to career development and career guidance attitudes and values activities which take place in the early school years:

1. Career awareness functions as the stock of knowledge, attitudes, and values that a person draws on to shape and assess occupational choice, having both cognitive and affective elements.

2. Career awareness and decision-making are influenced by several sources, most significant of which are family, peers, school, and media.

3. Individuals can be helped to become more self-aware and can be taught decision-making skills.

In the later junior high and high school years, students become more familiar with the world of work and engage in exploratory reality testing activities leading to increasingly more significant educational and career choices. These years are a time of trial and error. While the parent role continues to be a significant one, the role of local employers becomes increasingly more important. To provide valid personal input to the child, the processes of exploration and testing require the availability of community resources and work opportunities.

Attitudes and values and self-concept are two of the most significant dimensions of career exploration. The influence of adults is significant. Their career attitudes and values influence the types of exploration in which students engage. They also determine to a large degree how these activities are interpreted by students.

Guidance program. The guidance program is the primary vehicle for bringing together the school and community and focusing all available resources on facilitating career development of youth. The reader is referred to the handbook on community relations and involvement of the *Rural America Series* for suggested strategies for school-community involvement. The guidance personnel, including school counselors, guidance committees, teachers, and other specified persons, plan and conduct activities which assist school and community personnel to identify and expand adult career attitude and value options. They should clearly understand the significant phases of career development, the age levels, and student populations most seriously affected, the significant influencers, and means by which some of the options for healthy career fulfillment can be increased.

The formal guidance program accomplishes its purposes largely through such programmatic efforts as counseling, consultation, appraisal, information, placement, follow-up and follow-through. Planned staff development activities, direct student contact, and parent involvement are vital aspects of the formal guidance program. The knowledge of the counselor or other guidance staff of the tools and techniques for career guidance is utilized in the school setting. These specific skills are necessary if the educational program is to fulfill its obligation to assist students vocationally.

More recently many career guidance functions have been informally infused into the curriculum. Here the teacher and the classroom activities are the central foci for assisting the student in career development. Integration of career activities in the total curriculum is the primary objective. A close working relationship between the school and community is necessary. Education and work are brought together to provide the kind of opportunity and assistance needed for youth. The purpose of this guide is to provide directions for a total school program in focusing on one particular aspect of career development, the influence of adult career attitudes and values. All means necessary to attain the goal of eliminating negative, stereotypic career attitudes and values should be used. The intention of this guide is to help the rural community and school to be more open in their career attitudes and values and to provide a healthy environment for all youth.

Working from the premise that many career guidance functions will be infused into the curriculum, someone in authority has the obligation to collect relevant data in order to assess the extent of the problem of communication of stereotypic attitudes and values by adults. (See first step under Attitude and Value Program Planning.) When one considers the planned closeness of the interaction between school and community, it becomes apparent that the program coordinator needs to know the attitudes and values likely to be transmitted to youth by staff and community members as they work in cooperation in the career guidance program. This concern, in itself, is ample rationale for instituting a program of attitudes and values expansion for the three populations previously identified.

Any conclusions reached concerning the content of the attitudes and attitudes and values expansion program should be based upon needs. These needs may best be determined by careful data collection from a representative sample of staff, parents, and employers.

Appendix B gives several instruments for assessment of attitudes and values of staff, parents, and employers. The remainder of this chapter deals with specific means of processing and using the data collected through either school-made instruments or those referred to above.

Data Collection

The purposes of data collection are

1. To assess the need for a program designed to influence adult attitudes and values relative to careers in a local rural community.

2. To provide specific local data upon which to base the content of the attitudes and values change program.

3. To provide data for program evaluation.

Data are collected from selected parents, employers, staff, and students. These data include demographic information; career aspirations information; teacher, parent, and employer expectations; perceptions of adult-youth interaction; and other perceptions of self. Teachers can obtain information from a sample of students in their classrooms. The data then can be used to identify stereotypes and interaction patterns between adults and youth related to socioeconomic status, sex, and race that may limit the student's occupational and career potential.

Each local district can decide on the degree of survey sophistication needed. The data can then be analyzed to meet the local information needs and data uses identified.

Steps in data collection are:

1. Identify purposes and uses of data.

2. Select the parents, teachers, and employers to be included.

3. Select a reasonable number of persons to be sampled as a cross-section of the three populations mentioned.

4. Arrange for data collection.

5. Complete a data collection form for each selected person and administer instrument.

6. Collect data as soon as possible.

7. Analyze data according to identified purposes and uses.

8. Prepare analyzed data for use.

9. Provide feedback on the results.

Note: Inherent in any successful surveying process is the commitment of knowledgeable staff, of sufficient time, and of necessary funds to carry out required tasks as outlined above.

These tasks call for some clerical assistance which may be provided by local volunteers, clerical staff, guidance personnel, or students. One word of caution is particularly necessary when using volunteer or paraprofessional assistance. Current federal laws require the availability of personal data to the individual on whom they are kept. Any program utilizing personal data should be conducted with a clear understanding of the right of the individual to have access to it. All staff should be so informed and precautions taken to protect individuals either through anonymity or availability of information. Staff and community cooperation are also essential, hence, the need for data interpretation to the public.

If the person conducting the program is a trained counselor, that person probably has sufficient experience with instruments, tests, statistics, and data processing. The program coordinator also should have a thorough grounding in career development and in the use of small group techniques in order to accomplish successfully the nine steps referred to above. If the program conductor is not a counselor, possession of the identified competencies should be an important factor in the choice of the conductor.

Populations

It is suggested that the sample of populations to be surveyed include representatives of business, industry and labor, parents, and a representative cross-section of all school staff. The specific individuals to be surveyed might be identified with the help of a variety of groups such as

1. Career Guidance Advisory Council
2. Volunteers familiar with the community.
3. Counselors or administrators with a basic knoweldge of parents, staff, and employers.
4. A combination of the above.

The following chart may be some help in identifying groups to be included in the survey.

Purpose	Population
To generate a local rural data base for research and evaluation.	Parents, School Staff, Employers
To assess need for a local program to modify rural attitudes and values relative to careers.	Sample representing decision-makers from all three groups
To select participants for the program.	All parents, staff and employers.
To provide content for the program.	Those parents, school staff, and employers selected for the program.
Combination of the above.	Persons appropriate to the purpose(s).

Once again, in the administration of surveys, the administrator should be a person familiar with tests, instruments, and standardized means of administration so that data generated contains minimal bias for purposes of interpretation. This person should be one who has completed at least one course on tests and measurements at the college level. This person should be provided with similar settings and written instructions as well as other means and standards for test administration.

Instruments

Instruments may be obtained from a variety of sources. Some may be commercially available. Others may have been developed by professional education associations. A number of research and development centers also have survey instruments available. A few selected instruments are offered in Appendix B. Since there is so little available for all three populations, the local district is encouraged to construct its own instrument(s). The instrument(s) should cover such basic considerations as adult views relative to as many of the following as seem applicable. Perhaps two or more instruments need to be generated to cover different categories of considerations such as stereotypes, expectations, willingness to help students.

1. Racial Stereotypes
2. Sex Role Stereotypes
3. Socioeconomic Stereotypes
4. Student Expectations of Self
5. Parent Expectations of Students
6. Teacher expectations of Students
7. Employer Expectations of Students or School Leaders

8. Values and Attitudes Relative to Career Development
9. Peer Group Pressures on Youth
10. Lay Advice and Counsel Relative to Youth's Interests and Plans
11. Acceptance of Others
12. Relationship of Ability to Career Life Roles
13. Relationship of Interests and Aptitudes to Work
14. Mobility of Youth to Accept Occupational Opportunities
15. Relationship Between School Work and Career Planning
16. Realistic Goal Setting by Youth
17. Use of Leisure
18. Career Development and Career Guidance
19. Lay Understanding of Career Development and Guidance Terms
20. Willingness to Assist in Developing Career Options
21. Willingness to Help Youth Seeking Employment
22. Improving Relationships Between Individual Youth and Adults
23. Willingness to Work With the Schools

It is not the intention to give a complete set of attitudes and values to be sampled. The above list consists of suggestions which may be amplified, reduced, and/or changed to meet local needs. This is the strength of locally developed materials. The caution here is that the resulting instrument needs to be validated over time by experience or by some other more formalized procedure. A number of recommendations for designing an appropriate instrument of the local level are

1. Language should be appropriate to the population under survey.

2. The instrument should be as concise as possible and consistent with the data desired.

3. If a large array of data is desired, the development of a group of instruments dealing with different data categories is indicated.

4. A sufficient number of statements or questions for each concept to be measured should be generated so that consistency of responses can be observed.

5. The survey instrument should be of the checklist variety for easy processing and clarity. An open-ended item such as "Comments" might be added to the checklist to allow for other expressions of opinion.

6. The survey instrument probably should be designed for a three to five point scaled response (Likert type scale) for ease of processing.

Procedures--data collection

One advantage of commercially produced instruments and most research and development products is that data collection procedures are quite clearly set forth along with forms for organizing the data. With school-generated instruments, data collection and data processing forms must also be designed. Suggested forms are shown in Figures 1 and 2.

The person or persons collecting data need to review instruments, study provided directions, review procedures, and be sure that all survey materials are on hand. He/she should be aware of the need for privacy on the part of respondents. In the area of attitudes and values this need may be highly critical as the respondent may feel very vulnerable in exposing some strongly-held beliefs to the scrutiny of others who could be critical. With these cautions in mind, the final form should carefully avoid identifying individuals.

Organizing for Data Collection

The goal of data collection is to generate pertinent, clear and succinct information for analysis and interpretation. In order to organize data for thorough interpretation, they may be entered on tabulation forms.

Figure 1

Sample Data Tabulation Form

Group Surveyed: Parents _____
Staff _____
Employers _____ N _____

Title of Survey: _____

Number of Scaled Responses

Item No.	1	2	3	4	5	Weighted Total
1						
2						
3						
4						
5						
–						
–						
–						
n						

If the same survey instrument were administered to all three groups of respondents, one data collection sheet could be divided into three groups of scaled responses, thus immediately showing similarities and differences in the attitudes and values of each group. A sample is shown in Figure 2.

Figure 2

Sample Data Tabulation Form
for Parents, Staff and Employers

Number of Scaled Responses

Item No.	Parents					Staff					Employers								
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	P	S	E	Grand
1																			
2																			
3																			
4																			
5																			
–																			
–																			
–																			
n																			

Suggestions for Using Data Tabulation Forms

Enter the number of responses for each item valued 1 through 5 in the appropriate column. The number of the column becomes the weighting factor. Items are the survey questions, such as those displayed in Appendix B. The school's own survey items could be subject to the same treatment if they are subjected to a three or five point scaled response.

By establishing the means and medians for each population and by comparing overall responses by each population to the items against program objectives the program coordinator may make inferences and judgments concerning program content and special program needs for the individual community for each of the three populations. By evaluating individual responses (both high scores and

low scores) against objectives, one may identify participants for the program, as well as their expectations for youth.

Continued use of the same instruments for assessment and the data yielded will assist the program coordinator to establish realistic norms and criteria for the program, for establishing its content and to make judgments about a variety of program concerns. It is suggested that instruments be used as pre and posttests in order to help determine program outcomes. In addition, a post-workshop evaluation instrument such as that shown in Appendix C will also help the program coordinator to make judgments concerning outcomes.

Through careful analysis simple frequency distributions may yield such information as

1. Ethnic, sex role, and socioeconomic stereotypes.
2. Adult expectations for youth.
3. Identification of participants for the program.
4. Program content needs.
5. Special program needs for each of the three populations.

With appropriate caution to assure privacy to the respondents and the need to train staff members in this important human relations area, staff members might well help with data organization and interpretation in several of the following ways:

* Clerical staff might prepare the original frequency distributions as well as type the final report.
* Other teachers could help prepare graphs and charts to interpret the results. They might also prepare news releases as one means of making results public.
* Once the data were quanitifed and depersonalized, appropriate staff members could involve student and/or community volunteers to work on the data and to prepare graphs, charts, and table. (See "Organizing Findings for Communication and Use" in this section.)

Data Analysis and Interpretation

Rationale and Limitations. In order to prepare a program to impact effectively upon career attitudes and values, accurate analysis and interpretation of data are needed. However mere collection of data resulting from the administration of the various instruments suggested here is of little or no value. Its value depends upon careful analysis and the formation of a program of action.

There are limitations imposed upon the uses of any data. Data on attitudes and values are particularly subject to error and misleading interpretations. The reason for this is that these data deal with subjective types of information, feelings, and beliefs that are not based on concrete facts. Many people attempt to give reactions to questionnaires which they feel are acceptable but do not necessarily represent their true feelings. Because of the subjective nature of the material being investigated and because of human reactions to these instruments, data yielded may not only be biased by these reactions, but are easily misinterpreted.

A classic example of such misinterpretation involves the design of a 1950's model automobile. The design was upon upon what people said they wanted—simplicity and economy. The car did not sell because consumers really wanted something else, but they told surveyors what they thought these investigators wanted to hear. These were misinterpreted attitude and value data. A parallel can be drawn here concerning career attitude and value data.

Cautions in Interpretation

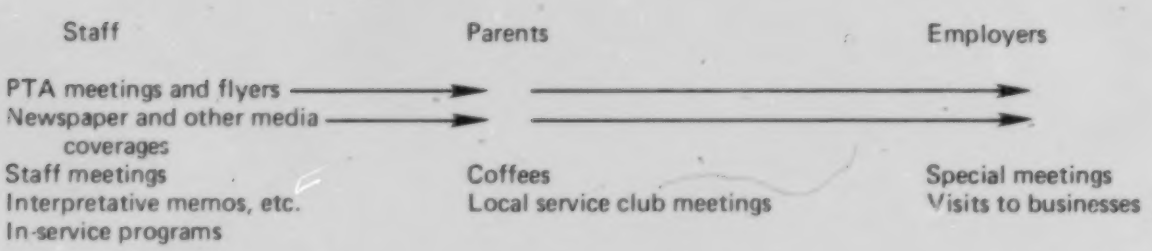
The most carefully constructed and highly validated instruments measuring concrete and objective data have some standard error of measurement and standard deviation. In such instruments as are supported here, deviations will obviously be far greater, not only because of the subject matter, but also because of the few statistical controls connected to these instruments.

In any case, where subjective data are treated, the user and interpreter of data must use extreme care. One way of guarding against misinterpretation is to interpret results back to the respondents before using the data. This will enable the user to try to assess, in a gross manner, the validity of data from respondent reactions to the interpretations given. Most careful limits should be set upon the use of these data. The user is admonished to rely upon common sense in addition to survey results.

Interpretation of Findings. In spite of limitations indicated above, if the results are to be used and evaluated, they should be interpreted to local populations. Depending upon the populations to receive the interpretation, there are many ways to accomplish such interpretations. At a minimum, written materials such as clear and concise charts, graphs, and tables showing the results of the assessment effort should be produced. These should be accompanied by verbal explanations both written and oral. At a minimum, they may be disseminated according to the population, as shown in Figure 3. Other means may also suggest themselves in individual cases.

Figure 3

Interpretation to Populations



Interpretation of local findings in a manner understandable to all populations and credibility of the assessment process as well as the attitudes and values change program itself are very important.

Organizing Findings for Communication and Use. Findings should be well organized for interpretation to the various publics involved. Charts, graphs, and tables, while generally effective in conveying information, can be very dull. If interpretation of results is to take place at meetings as indicated above, colorful overhead transparencies can be used. These exhibits should be relatively simple. Unless there is good reason for combining results, several simple charts probably will be better than a single one presenting a variety of information. If the presentation is to be oral using overhead transparencies, it is advisable to provide written copies to audiences as well.

If the results are to be disseminated to the public through media coverage, they should certainly be well organized and concise, but complete. One should remember that news releases are subject to being cut by editorial right. It is imperative that the most important information to be made public should always be mentioned as early as possible in the text. There is a great danger that if this is not done, cutting may result in incomplete or misleading information.

Other means of communicating findings such as meetings and flyers are identified in Figure 3, above. These are also subject to the admonition concerning good organization and thorough treatment of data in order to tell a complete story.

Local School Use of Career Attitude and Value Findings

Goals. Overall goals for the attitudes and values program have already been mentioned. Some considerations related to goals are

- Assessment of program needs
- Determining content of program based on assessment findings
- Selecting participants
- Working out strategies for reducing stereotyped thinking and expanding positive attitudes and values
- Planning for and carrying out of evaluation
- Conducting follow-up programs based on evaluation results

Local schools should develop their own program goals and objectives in addition to those mentioned. All participants as well as program staff should be thoroughly familiar with the goals to insure that the program follows the direction for which it was designed.

Rationale for Local School Use. Since each community is somewhat different from its neighbor, what may be important and effective in one community may not be relevant to another close by. As distances increase, so probably will differences. The ultimate reason for local school use of career attitude and value data is, of course, to design a program that would be effective in that setting and for the particular populations under consideration in the specific community.

Planning for Programs and Follow-up. Having set goals and objectives, and understanding the need for local use of data, it is necessary to plan the attitudes and values modification program and follow-up procedures.

Program planning considerations are:

- Time allocations
- Funding
- Personnel
- Facilities
- Choosing a specific program to be followed
- Determining materials necessary for the program
- Obtaining such services and materials as . . . surveying
  data processing
  data analysis
  data interpretation
  instructional materials
  supplies and equipment
- Program evaluation
- Follow-up of program
- Planning for revision

Planning and follow-up of programs will relate directly to the goals and objectives of the program as determined by the local school. Planning and follow-up are, of course, as vital to success as program content itself. In order to keep a program going and viable, follow-up and revision are necessary activities.

Figure 4 shows a model for program decision-making, planning, and follow-up which might guide the local program implementor considering any program. It also describes steps in planning and program implementation in the local school.

CHAPTER III—PROGRAM FOR STAFF, PARENTS, AND EMPLOYERS

Introduction

It may be felt by the reader that a specific programmatic approach to the expansion by parents, staff and employers of attitudes and values as opposed to assessment and communication, of them is minimal. This is purposeful rather than an omission. Since change of attitudes and values must take place deep in the affective domain, the author believes that the most effective means of producing long range change is to make people aware of their biases and given them a chance to evaluate and internalize the need for change. Through this approach their subsequent behavior will hopefully change to reflect a change in attitudes and values. It seems impossible to instruct people in this kind of change. The primary cognitive function is believed to be the individual's perceiving his/her biases for what they are. This perception should come about through the assessment, discussion and interaction phases of the program. These phases are indicated in the various sample programs which follow. (See Appendix B—Staff Awareness Program, for sample staff programs.) It is anticipated that attitudes and values expansion will be a natural outcome of the participants in all three populations recognizing the limiting effects of bias.

Considerations for Each Population

Staff

Orientation. The staff of a school which is initiating a career development program—via adult attitude and value expansion -is of extreme importance. Primarily, their approach to dealing with both student and adult populations (school, home, and community) sets the tone for the degree to which potential attitude and value expansion will be realized. The staff input followed by their commitment at the onset of the program will also determine to what extent the program will achieve optimal success. Staff orientation procedures might consist of:

* A definition of "career" in a life role context
* Rationale for implementing the program locally
* Examination of legislation in regard to sex, ethnic, and socioeconomic discrimination in employment practices
* Possible results of restrictive values and attitudes on student aspirations and career choices.
* Examination of "the self-fulfilling prophecy"
* Structure of the proposed staff program of attitudes and values expansion
* Overview of the staff program of attitudes and values expansion
* Objectives of the staff program of attitudes and values expansion
* Activities designed to promote small-group staff collaboration

Types of Data to Be Collected. In order to arrive at a starting point which is appropriate for a given staff, the following data need to be collected:

* Demographic information
* Staff perceptions of students
* Student perceptions of staff

- ★ Staff perceptions of career development and career guidance and counseling
- ★ Staff attitudes toward teaming by staff
- ★ Staff perceptions and knowledge of life role options
- ★ Data on degree of sex role, ethnic, and socioeconomic stereotypes in staff thinking
- ★ Staff perceptions of student-teacher teacher-counselor interactions

Objectives of Program. Some formal statement of performance objectives for the program, based on information received in the orientation phase should be developed by and for staff members and groups working together, and the school staff as a whole. General suggested goals for the program, as perceived by the author, are set forth under "Local School Use of Career Attitudes and Values Findings" (p. 17) as well as elsewhere in this handbook.

Strategies for Working with Staff. After staff orientation and the development of a statement of objectives, specific strategies should begin consisting first of administration of instruments and analysis of data yielded. Two instruments which can be used are the *Staff Awareness Program* and the checklist entitled "How Do You Feel About Career Education in the Schools?" Both are located in Appendix B. The local school may design other instruments and programs using these guides and is encouraged to do so. After needs have been assessed and interpreted, other strategies can be developed. Some might be:

- ★ Feedback of results to participants (see Appendix C "Post Session Booklet")
- ★ Values clarification exercises
- ★ Audiovisual presentations on successful practices in expanding career attitudes and values
- ★ Games, quizzes, and puzzles designed to promote small group collaboration
- ★ Activities designed to promote trust among staff members
- ★ Role playing and critiques
- ★ Video tapes of activities for future reference and evaluation or progress

Resources for Program. Aside from those mentioned earlier, such as funds, clerical and staff time, and facilities, the following resources are suggested:

- ★ Commitment of time by the administration to become a part of the attitudes and values change program
- ★ Professional library materials for staff reference
- ★ Board of Education and Administration support (other than funds) for the program
- ★ Consultant services as needed
- ★ Committed leadership
- ★ Committed participants
- ★ Materials, supplies, and equipment needed to implement the program

Scheduling for Program. Scheduling of staff time during the school year and the scheduling of the program are both of utmost importance to the success of the program. In considering scheduling of the attitudes and values change program, the program should not be superimposed upon the regular teaching day. This will greatly reduce chances of overall success. While the reasons should be obvious, some are:

- ★ Staff may resent additional assigned duties. Such resentment blocks the open mind needed for change to occur.

- The staff may not be sufficiently receptive, after a full day, to benefit fully by the program.
- Many staff members have other duties after school, both extracurricular and personal.
- After-school scheduling usually excludes the coaching staff whose members are in an excellent position to transmit interpersonal and personal attitudes and values.

For these reasons the writer recommends that released time for the in-service should be scheduled. Three alternative program scheduling schemes are suggested in the staff awareness program in Appendix B.

Staff scheduling during the year is of critical importance to the program. Since one of the expected outcomes of the program is to have individual staff members assist each other in identifying and decreasing sex role, ethnic, and socioeconomic stereotypes in themselves, staff scheduling becomes a factor in program implementation. Staff members who are teaming in the mutual assistance effort should be scheduled so that they can confer during the school day. One consideration for these conferences would be the observation of one staff member by the other in relation to evidences of stereotyped thinking as reflected in the staff member's action. It is vital for the staff involved to know and understand the nature and value of the mutual observation and critique phase of the career attitudes and values change program and to accept it voluntarily. This must be covered in the orientation as a part of the explanation of the structure for the proposed program.

Scheduling of staff members should be overlapping so that each team member is free to visit the classes of others in order to observe and evaluate stereotypes. Team members must also have time scheduled together to confer, interact, and plan in order to promote the mutual trust vital to the success of the program.

Leadership for Programs. Leadership roles must be assigned first of all to committed administrators. Successful programs almost invariably involve administrative commitment, emotional and otherwise, to the program. After administrative leadership is assured, it will be necessary to assign an implementor to provide leadership in the practical aspects of implementation and cooperation with administration and staff. In most settings, this person will be the counselor. As mentioned earlier, there may be other staff members with sufficient skills to implement the program. Skills needed are outlined in Chapter II under "Data Collection." If a counselor is available and able to make sufficient time commitments, it is recommended that the counselor provide ongoing leadership for the entire program. This includes identifcation of purposes and use of data through provision of feedback on results as well as planning for revision. These activities should be coordinated with administration and staff.

Expected Outcomes. The program should provide baseline information about occupational stereotypes, teacher expectations, student aspirations, and teacher/student interaction for any local situation. With this information, the community can become aware of the positive steps a comprehensive career guidance program makes toward equal opportunity.

Another expected outcome of the program is that it will increase teacher awareness, change classroom behavior, and provide feedback on the success of various elements of the career education program. Teachers can become more aware of the effect that their behaviors and expectations have upon the career potential of each student. This in-service program can also lead to a continuing method of keeping teachers aware of their importance in the future careers of students. Each student will be able to broaden his/her career options and increase his/her chances of making a realistic career choice. Other outcomes may be to increase staff awareness of:

- The attitudes and values actually needed in the world of work
- The uniqueness of each individual including oneself

- The need to change one's thinking relative to students and their potential to assume life role options
- The advantages of mutual staff help in identifying and changing occupational stereotypes

See Appendix B, "Attitudes and Values Expansion." Use of materials, "Guided Fantasy in Career Counseling" in Appendix A with staff members as part of a role playing activity may help these persons to see career fantasies and career goals from the perspective of youth. This technique is also suggested for use by counselors with students. Reports of results could then be used in the programs for staff and parents.

Parents

Orientation. Just as school staff requires orientation to programs designed to affect them, so do parents and employers. In fact, given the relative unfamiliarity of most parents with educational settings and with their own contributions to career attitudes and values of youth, it seems obvious that parents would need thorough and careful orientation to the career attitudes and values change program designed to affect them.

Here too, the focus is on beliefs and emotions. These individuals may be even more resistant to change and to accepting their roles in change than staff members. A parent orientation program might consist of:

1. Rationale for the program
2. Objectives of the program
3. Overview of the program
4. Structure and activities in the program
5. Definition of career and development and guidance terms
6. Results of limiting stereotypes of their children's career aspirations and career choices
7. The self-fulfilling prophecy

The parent orientation program should be held in comfortable and pleasant surroundings such as at a parent coffee in a school lounge.

Types of Data to be Collected. Just as staff needs a point from which to begin, based on data collected, so do parents. Types of data will be:

- Demographic information
- Parent perceptions of careers
- Parent perceptions of career development and career guidance
- Parent perceptions of their children's potential
- Parent perceptions of their influence on their children's career aspirations and career choice
- Data reflecting the degree of stereotyped thinking by parents concerning sex role, ethnic, and socioeconomic background

Objectives of Program. The program implementor should have carefully worked out objectives for the program and should be prepared to impart them clearly and concisely to parents in the program. They also should be based upon information previously given to parents at orientation. Parents should have the opportunity to accept or reject all objectives proposed, to devise their own, and to select those they wish to accomplish.

General goals for the program as perceived by the writers are mentioned under "Local School Use of Career Attitude and Value Findings."

Strategies for Working with Parents. After the parent orientation session and acceptance of the program objectives by parents and program staff, strategies for assessment can be employed. One specific strategy is the checklist for parents contained in Appendix B entitled, "How Do You Feel About Career Education in Schools?" Local schools may also design their own instruments and/or programs for working with parents. After data is analyzed and needs assessed, other strategies may be brought into play. Suggested are:

- ★ feedback of results of the assessments to parents (see Appendix C, pp. 89-93).
- ★ values clarification
- ★ audiovisual presentations to motivate change
- ★ activities designed to promote trust among group members
- ★ role-playing and critiques
- ★ oral and written presentations on working with children to expand life role options
- ★ guest speakers to discuss the wide range of careers for today's students
- ★ guest speakers to discuss career development
- ★ presentations on the need for occupational mobility in many rural areas
- ★ video tapes of sessions for evaluation and change in future sessions
- ★ use of generalized career counseling data, e.g., results of "Guided Fantasy in Career Counseling" observing cautions of confidentiality, may be used as a basis for discussion in the parent program

Resources for Program. As with any other program, funds and facilities must be allocated to the parent program. Other minimum resources to be considered are:

- ★ staff leadership time
- ★ consultants as needed
- ★ parental commitment to the program
- ★ materials, supplies, and equipment needed to implement to program
- ★ refreshments

Scheduling for Program. In order to obtain a good cross-section of the community for participation in the program, it will probably be necessary to schedule the program after normal parent working hours. Holding the program during the school day presents two severe problems:

- ★ desirable facilities may be unavailable
- ★ most working parents would probably be excluded from the program

Because evening hours seem to be the most desirable, it is probably best to try to schedule the program in seven, three hour segments, a week or two apart. These segments can be organized somewhat in the following manner:

SAMPLE PROGRAM

Segment 1	Orientation
Segment 2	Administration of instruments and data collection
Segment 3	Feedback of results, parent involvement in final program planning, selection of objectives to be accomplished.
Segments 4, 5, 6	Employment of strategies (see list in the section entitled "Strategies for Working With Parents"). Parent discussion of experiences as the program progresses. Parent-staff interaction.

Segment 7 — Evaluation and wind-up (this might take place at a dinner meeting, away from the school setting and thus serve as a climax to the program as well as motivation, for some, to continue). Presentation of certificates by superintendent.*

It should be borne in mind that a three hour segment is an extremely long session for such a program. At least one break should be scheduled in order to keep participants alert.

Parent-teacher interaction should be encouraged as the program progresses. Perhaps time should be scheduled for such interaction during segments 4, 5, and 6. Various staff members could attend the activities to facilitate such interaction.

Each segment should be preceded by a mailing of the agenda to each participant. This acts as a meeting reminder to participants, allows them to prepare for the meeting, if needed, and apprises the participants of exactly what activities will be occurring during each segment. Advantages to the implementor are:

- ★ greater flexibility in programming
- ★ participants are prepared for activities
- ★ more planning time for specific activities

Leadership for Parent Program. As primary level leadership for staff programming must be assigned to administration, so should this function for parent programming be assigned to both the board of education and administration. In the practical aspects of implementing the program in the rural setting, an implementor must be found; probably this would be the counselor. Whoever accepts this task should have the data collection and analysis skills outlined in Chapter II under "Data Collection." In addition, in this phase of the program this person should have skills in working with a diverse group of people. Such diversity makes this phase much more challenging than working with staff, which probably will be relatively more homogeneous than parents.

If a counselor is available and able to make the necessary time commitments, this individual should provide leadership for the entire program. This includes planning and obtaining facilities, personnel, and equipment. (See the nine steps in "Data Collection" listed in Chapter II.)

These activities should be coordinated with administration and staff.

Expected Outcomes. The program should provide baseline information about occupational stereotypes, parent expectations, student aspirations, and parent/student interaction for the local rural situation. Through this information, parents and the community in general can become aware of the positive steps a comprehensive career development/career guidance program makes toward equal opportunity.

Another expected outcome of the program is that it will increase parent awareness, possibly change student behavior, and provide feedback on the success of various elements of the career education and career guidance program. Parents can become more aware of the nature of the effect their behaviors and expectations have upon the career potential of their children as well as how early

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*The presentation of certificates of attendance is a valuable public relations gesture. It is a tangible, relatively inexpensive way of expressing thanks to participants and of recognizing their contribution of time and interest in the career guidance/career education program. Often the certificate is the only evidence of the school's recognition of parent interest.

that effect is manifested. Through parent-teacher interaction, previously described, the program can also lead to a continuing method of keeping parents and teachers aware of their importance in the career development of children. With parents and teachers participating in the attitudes and values change program, each child will be able to broaden his/her career options and increase the chances of making a realistic career choice.

Other outcomes may be to increase parent awareness of

- the attitudes and values actually needed in the world of work
- the uniqueness of each individual including oneself
- the need to change one's thinking relative to one's children and their potential to assume life role options
- the advantages of mutual parent/staff help in identifying and changing occupational stereotypes
- the need for parent involvement in the overall school program
- the need for community support for the schools through greater awareness of the goals and activities of the career development focused guidance program

Employers

In an attitudes and values change program for employers, there is the danger that the school may work on the assumption that this is a secondary part of the entire program. This could be due to past conditions in which the school worked in one arena and employers worked in another with no attempt to interface the transition from one to the other. Each attended to its own business. Now career guidance leaders attempt to change these perceptions of the roles of each and to integrate the efforts when it seems appropriate.

The school should perceive that the ultimate goal of career guidance and career education is to enable students to make a satisfactory transition in the assumption of future life roles, one of which is employment. This means that placement in further education and/or employment of some kind, as student needs and aspirations indicate, is the capstone of the career guidance program.

Given the postulates that

- integration between school and employers is a function of a career guidance program
- placement after leaving school is the capstone of the program
- elimination and/or reduction of stereotypic thinking relative to sex role, ethnic, and socio-economic background will increase life role options for students

then the employer phase of the career attitudes and values change program becomes vital to the success of the entire career guidance program, hence the level of detail in the following section.

Orientation. Business and industrial personnel have their own views and orientation toward career planning, preparation, and opportunities. These views are based on a variety of considerations different from those of school staff. Such considerations may vary from effect on profits and state and federal regulations to labor union negotiations. Orientation to the attitudes and values change program for employers is, therefore, as important a part of this program as it is for staff and parents. Since most employers are accustomed to grasping the thread of new activities readily, as well as thinking them through clearly, comprehensive well-planned orientation is the key to the success of the attitudes and values change program for employers.

In addition to the considerations peculiar to the situation of employers as outlined above, these persons also have beliefs and emotions which shape the attitudes and values of youth. If the business is successfully established, its representatives may feel that their present attitudes and values are valid contributions to business success. Hence, they may be very resistant to change itself, not to mention the effort to modify strongly held beliefs. Thorough orientation then becomes much more important considering the eventual goals of the employer program (see p. 24, postulates). It is necessary to include employers and labor representatives in the program in order to enlist their leadership in changing sex role, ethnic, and socioeconomic stereotypical thinking in the rural employment scene.

To the extent that the following kinds of employment are present in the local rural community, the program ought to include representatives of

- industry
- business
- services (e.g., legal, banking, medical)
- service clubs (e.g., Kiwanis, Rotary, Grange)
- labor organizations
- government organizations (e.g., local political units, and the Departments of Labor, Agriculture, and Health, Education, and Welfare)

Whether or not all of the above are present, state and national organizations representing the above categories ought to be contacted for whatever support and assistance they may be able to provide. Suggested state and national organizations might be:

- National and State Chambers of Commerce
- National and State Alliances of Businessmen
- National Association of Manufacturers
- national and state dental and medical associations

State and national organizations probably can supply informative materials on similar successful programs elsewhere, letters of support in recruiting local representatives, and possible funds. Requests for assistance should be written on school letterhead. They will seldom be ignored.

The employer orientation phase of the overall program might consist of

- definition of career in career development terms
- definitions of career guidance and counseling

- rationale for the program
- economic advantages of reduction of career stereotypic thinking
- legislation concerning confidentiality of records*
- Occupational Safety and Health Administration law*
- labor laws (e.g., child labor)
- importance of opportunities for satisfactory leisure time activities connected with work
- other career areas relative to work—family, citizenship, health, aesthetics, and ethics
- presentations for acquainting students and employers with the wide range of occupations available to you, e.g., Computerized Information System (CIS), Dictionary of Occupational Titles (DOT), Vital Information for Education and Work (VIEW).
- audiovisual or other presentations on nearby exemplary placement programs—employment, cooperative vocational education, on-the-job training, work-study
- examination of "the self-fulfilling prophecy"
- overview of the career guidance program
- objectives of the career guidance program

As with the parents program, the program for employers should be held in a comfortable setting such as a school lounge or perhaps in an appropriate business facility in the rural community if available.

Types of Data to be Collected. A successful employer program of attitudes and values change such as envisioned here depends, primarily, upon empirically derived and accurately analyzed data. These data will, as in those programs previously discussed, form a baseline for the action phase of the program.

Types of data to be collected will be

- demographic—personal employer characteristics, e.g., age, income, race (see Appendix B)
- demographic—professional, e.g., the character of the business:

  number of employees
  average length of time employed
  type of work available, either in terms of occupational clusters or skilled, semi-skilled, or unskilled labor
  percentage of each type of work
  present job entry requirements

*Inclusion of presentations on these items will serve a number of public relations purposes such as familiarizing participants with this legislation if needed and will demonstrate school knowledge of and empathy with employers regarding legislation affecting employment and information sharing practices and the potential limitations placed on employers thereby.

- employer perceptions of careers
- employer perceptions of career guidance
- employer perceptions of the career potential of youth
- employer perceptions of the need for education-work linkages
- data regarding the degree of stereotypic thinking regarding sex role, ethnic, and socio-economic background
- employer perceptions of the need for change in stereotypical thinking
- employer perceptions of the influence of business, industry and labor's attitudes on the career potential of youth in the rural community

Objectives of the Program. The implementor should prepare carefully designed objectives for the program and should be prepared to make them known to the participants in the program. Objectives should be based on information received during the orientation phase. Employers should have the opportunity to accept, modify, or reject all objectives; to develop their own; to develop additions; and/or to select those they wish to accomplish.

In considering a program for employers aimed at attitudes and values change, it is vital to remember that career placement of students is the ultimate goal of career guidance programs.

General suggested goals for the program as perceived by the writer are mentioned under "Local School Use of Career Attitudes and Values Findings" found in Chapter II. In addition to locally derived objectives for the employer program, some objectives suggested for inclusion are:

- participants will become aware of local sex role, ethnic, and socioeconomic stereotypes
- participants will become aware of local behavior that reinforces such stereotypes
- participants will examine their own job or union entry requirements regarding sex role, ethnic, and socioeconomic stereotypes
- participants will attempt to work with state licensure boards to examine licensing requirements in the light of sex role, ethnic, and socioeconomic stereotypes
- participants will attempt to base job/union entry and/or licensing requirements on competency shown on the job
- participants will, in ongoing effort, examine employment practices and promotion requirements as a result of the career attitudes and values change program among employers and labor organizations
- participants will in ongoing effort, work to improve the interface between the educational and occupational systems regarding career attitudes and values

Strategies for Working with Employers. After orientation and acceptance of objectives by staff and employers, strategies for assessment should be employed. One specific strategy is the checklist found in Appendix B entitled, "How Do You Feel About Career Education in Schools?" No form

for employers is included. Since the checklist is identical for the two other populations discussed, the only change would be the form for collecting demographic information. A suggested form is contained in Appendix B or such a form can easily be developed from the information contained in the section of the employer program entitled, "Types of Data to be Collected." The local school also may desire to design its own instruments for working with employers. After data analysis and needs assessment, other strategies may be brought into play. Suggested are:

- feedback of results of assessment to employers (see Appendix C "Post Session Booklet" pp. 89-93).
- small group sessions to

  examine data results
  identify similarities and differences in career attitudes and values as revealed in data analysis
  identify behavior that may positively or negatively reinforce career attitudes and values
  report the concerns of the group as revealed in discussion

- audiovisual presentations to promote positive career attitudes and values among employers
- guest speakers to discuss

  wide range of career options for students
  successful practices in eliminating sex role, ethnic, and socioeconomic stereotypes
  career development
  working with youth (e.g., Junior Achievement)

- role playing
- presentation on occupational mobility in rural areas
- video tapes of sessions for evaluation and change in future sessions

A special note of caution needs to be made here. Most instruments for assessment of career attitudes and values among employer/labor populations will most likely not be validated or normed for rural populations. Because of these limitations on generalizability, results must be evaluated carefully for accuracy before relying on the data to form the basis of an action program. Despite apparent results, there is no substitute for good, sound professional judgment.

Resources for the Program. Apart for the basic resources of time, funds, and facilities, other resources should be considered. In many cases, some of these resources such as facilities, personnel, and possible funding may be available from the employers themselves. Resource personnel and materials will usually be available through state and national employer and labor organizations. Such groups as the following can be contacted:

- National and State Chambers of Commerce
- National and State Alliances of Businessmen
- National Association of Manufacturers
- national and state labor organization units
- national and state professional associations
- local hospitals
- local service clubs

- ★ colleges and universities
- ★ other specialized businessmen's organizations

These groups ought to be contacted relative to assistance needed which they can provide. An original letter will be more effective than an obvious form letter.

Other resources to be marshalled for an employer program would include the following:

- ★ facilities which should be

  convenient
  comfortable
  pleasant
  appropriate in size for the group

- ★ staff leadership time
- ★ consultants
- ★ employer/labor commitment to the program
- ★ equipment, materials, and supplies
- ★ refreshments

Scheduling for the Program. If a sufficient number of employers and labor representatives, facilities, and staff leadership are available, it is suggested that the program be held during the day. The rationale for this involves the following:

- ★ employers and/or labor representatives are intrinsically making a commitment to the program through their contribution of work time.
- ★ such a time contribution should predispose participants to work for the success of the program.
- ★ participants are more alert than they would be after a full day.

If daytime commitments cannot be secured from a sufficient number of participants, an evening program will be necessary. A sample program which would fit scheduling requirements for employers will be found under "Scheduling for Program" in the section on considerations for parents of this chapter. Careful assessment of the optimum time for holding the program should be made. Prime considerations in this assessment will be the availability of participants, leadership, and facilities.

If a daytime program is decided upon, suggestions for program scheduling are:

- ★ the program should be held in five half-day segments
- ★ segments should be two weeks apart
- ★ if possible each segment should be a luncheon meeting

* one or two breaks per segment should be scheduled in order to maintain the alertness of the participants

A possible sample program for daytime implementation follows:

Sample Program

Segment 1	Orientation, administration of instruments and data collection. Feedback of results, employer involvement and discussion in final program planning, selection of objectives to be accomplished.
Segment 2	Feedback of results, employer involvement and discussion in the final program planning, selection of objectives to be accomplished.
Segments 3 and 4	Employment of strategies (see list under "Strategies for Working With Employers"); employer/labor discussion of program and experiences, employer/staff interaction.
Segment 5	Unfinished business from segment 4, evaluation and follow-up, presentation of certificates by superintendent.*

Employer interactions with appropriate staff members should in included as a part of the program. Time for such interaction should be scheduled during segments 3, 4, and 5. Staff members most closely associated with providing students with employability skills might attend these segments to facilitate such interaction.

Each segment should be preceded by a mailing of the agenda to each participant. This acts as a meeting reminder to participants, allows them to prepare for the meeting if needed, and apprises the participants of exactly what activities will be occurring during each segment. Advantages to the implementor are:

* greater flexibility in programming
* participants are prepared for activities
* more planning time for specific activities

Leadership for the Employer Program. The primary leadership for employer/labor programming must be assigned to the board of education and administration. Since the program will involve recognized organizations in the community, it is highly important to implement this effort through official board action. Such action accomplishes the following:

* legitimizes the program by official recognition
* demonstrates board commitment
* helps to obtain necessary support by local, state, and national employer/labor organizations

The practical aspects of implementing the program in the rural setting include locating an implementor. Probably this would be the principal or counselor. Whoever accepts this task should have the

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*The presentation of certificates of attendance is a valuable public relations gesture. It is a tangible, relatively inexpensive way of expressing thanks to participants and of recognizing their contribution of time and interest to the career guidance program. Often the certificates are the only evidence of the school's recognition of community interest. Many employers frame and mount attractively designed certificates such as these on their office walls to demonstrate their concern with the welfare of the community. When this is done even greater public relations values accrue to the school through public observation of the evidence of positive action and collaboration with employers and labor by the school.

data collection and analysis skills outlined in Chapter II under "Data Collection," and skills in working with diverse groups of people (employers, labor representatives, and staff).

Expected Outcomes. The program should provide baseline information about sex role, ethnic, and socioeconomic occupational stereotypes, employer expectations, student aspirations, and employer/entering-employee interaction for the local rural situation. Through this information, employers and the rural community in general can become aware of the positive steps a comprehensive career guidance program makes toward equal opportunity for employment and promotion.

Another expected outcome of the program is that it will increase employer awareness of occupational stereotypes, with resultant change in their behavior, and provide feedback on the success of various elements of the career guidance program. Employers can become more aware of the effect that their entry requirements and expectations have upon the career potential of students. Through employer-staff interaction, previously described, the program can also lead to a continuing method of keeping the entire community aware of its importance in the future careers of youth. With employers and staff participating in the attitudes and values change program, greater opportunity will exist to allow youth to broaden their career options and increase the chances of making a realistic career choice.

Other outcomes may be to increase participant awareness of:

* present stereotypical thinking on the part of employers and labor organizations
* behaviors of employers and labor which reinforce sex role, ethnic, and socioeconomic stereotypes
* the attitudes and values actually needed in the world of work
* skills actually needed in the world of work
* the uniqueness of each individual including oneself
* the need to change one's thinking relative to students and their potential to assume life role options
* the advantages of mutual employer/staff help in identifying and changing occupational stereotypes
* need for employer/labor involvement in the overall school program
* the goals and activities of the career guidance program, hopefully resulting in greater community support for the school
* the need to work with state boards of licensure to eliminate negative career attitudes and values in licensing requirements
* the need for competency based requirements for occupational entry and promotion
* the need for improving the interface between educational and occupational systems relative to career attitudes and values

- the need for greater cooperation between the educational and occupational systems to facilitate options for youth to assume life role options satisfactory to them.

Program Feedback

The global measures of program effectiveness consists of the success of implementing the program based upon the collection of local data in addition to identifying, communicating, expanding and changing career attitudes and values of parents, employers, and school staff.

This particular section of program feedback, however, is limited only to the formative role of evaluation which determines the acceptance and success of workshops for each segment of the program, e.g., parents, employees, and staff. This form of feedback by workshop participants is necessary as a planning tool for further programs. Procedures which will be helpful in developing such feedback are:

1. State the goals for the specific workshop.

2. Make a list of the questions that need to be addressed to determine workshop success.

3. Determine to what extent credibility is needed on the information collected and prioritize questions accordingly. If time and resources permit, measures of validity, reliability and response bias may be desirable in order to make this determination.

4. Develop required instruments and procedures.

5. Administer instruments and procedures at the appropriate time.

6. Summarize the data as planned in the procedures.

7. Use the results for planning future programs.

Examples of tools which may be adopted for use and which take into consideration locally derived workshop objectives, are included in Appendix C.

In general, one must be alerted to the potential problems which can arise as a result of misuse of any data generated for program planning. In order to control this factor, it cannot be overstated that first and foremost, the kind of data in this particular proposed program are for planning purposes only, and the organization and delivery of any data collection should be planned and the methods scrutinized carefully by a screening group made up of individuals with interests similar to the populations represented in the attitudes and values change program. This protects primarily the ultimate populations, the students, the instrumental population, the workshop participants including the institutions and the administrators. In <u>all</u> cases, it must be considered that the program and its feedback is primarily to expand awareness of attitudes and values, create options for individual choice, and <u>not</u> to force the acceptance of an external attitude and value system thereby limiting options.

Evaluation of Programs for Staff, Parents and Employers

Purpose and Goals of Evaluation. To assess and report to the program coordinator the effectiveness of the program:

1. in increasing in the participants, behavior which will expand life role options for all students regardless of sex, ethnic, or socioeconomic group membership;

2. in sustaining the increase in desired behaviors over time.

Other purposes are listed in Chapter II under Local School Use of Career Attitude Findings.

Results of the assessment should be used by the program coordinator in deciding on changes in design and/or content of the community perspectives component of the overall program support phase of the career guidance program. Figure 4 shows the relationship of community perspectives component to the staff development and community relations and involvement components of the overall career guidance program as well as the populations who are the immediate targets of these components.

Focus of Evaluation

This plan is designed to have a formative evaluation function. Judgments about the increases described above should be based upon the degree to which the program is meeting the stated goals and behavioral objectives as set by the individual rural school implementing the program. The goals and behavioral objectives should reflect the assessed needs of the community. (See Behavioral Objectives and Career Development Needs Assessment handbooks of the Rural America Series.)

Because formative evaluation is intended to give the program coordinator a picture of program operations to help determine needed improvements, the evaluation results give the coordinator several options. He/she may

- Revise program objectives
- Revise program content to attain objectives
- Maintain the program as it is
- Elect some combination of the above.

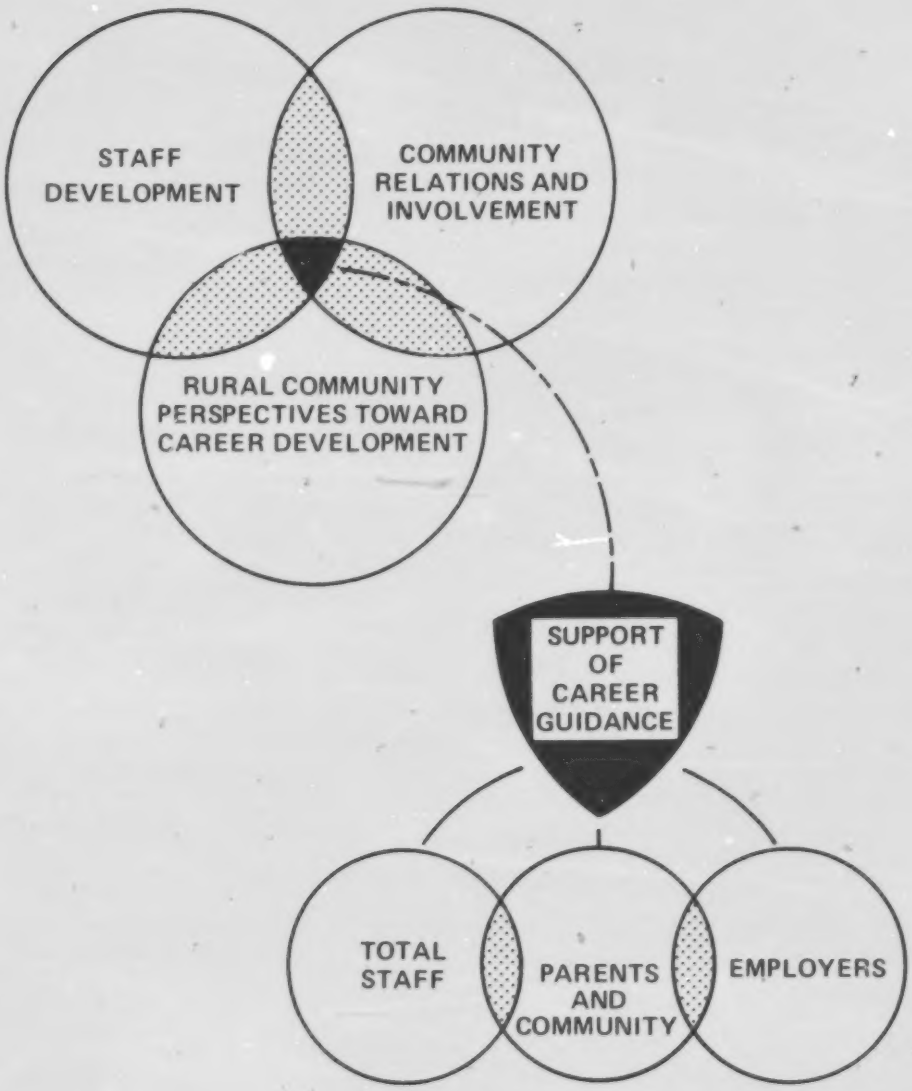
Lastly, the evaluation should also focus on any unanticipated outcomes which may be either desirable or undesirable. Expected outcomes are listed under programs for each population. Appropriate action should be taken by the program coordinator toward either reinforcing or eliminating unanticipated outcomes which may be shown by the evaluation results.

Functions to be Evaluated

The purpose of evaluation is program improvement. At the outset of the program, it should be planned that all data concerning the program will be made available to the evaluator. These will include

Figure 4

INTERRELATION AND IMPACT
OF SUPPORT FUNCTIONS
ON THE RURAL CAREER GUIDANCE PROGRAM



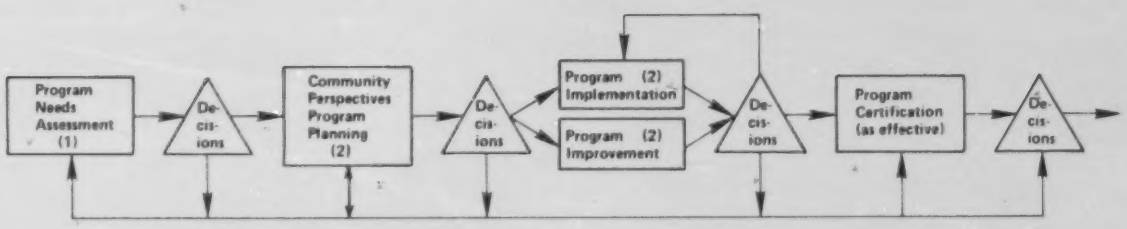
- Program plans and objectives
- Program records
- Financial records
- Time spent in all phases of the program
- Timelines and performance records relative to those timelines.

Model for Evaluation Procedure

Figure 5, based on Alkin (1969), illustrates the sequence of evaluation steps and decisions associated with both the planning and evaluation of the community perspectives component of the overall career guidance program.

Figure 5

Model for Evaluation of Community Perspectives Component



Data to be Collected for Evaluation

Data collected early in planning the community perspectives component will also be used in program evaluation. Lists of data types are given for each population earlier in this chapter. The first collection (for program purposes) will form a baseline from which to design the program and should act as a pret-test for assessing program effectiveness. Specific instruments for eliciting both demographic and attitudinal data for and from each population are shown in Appendix B—Instruments for Assessment.

Data for this study will be primarily demographic and affective. These can be used to attempt to determine whether attitudes and values form a consistent pattern among the three main populations as well as among such sub-populations as males and females, persons in the same ethnic and/or socioeconomic groups and persons in the same age groups. In order to assess attitude and value expansion more accureately, some cognitive questions related to the content of the local program should be included in the assessment of program effectivenes. A few sample questions might be as follows:

- "The Self-Fulfilling Prophecy" means _____

_____

- In contrast to earlier times, boys and girls are becoming vocationally mature (earlier, later, at the same time). (Underline one)

- The definition of career in this context is_____

_____

Sources of Data

Program participants will be the major sources of data. Data on program functions should be found in program records.

Data Collection Methodology

Data collection techniques are discussed throughout this chapter. Figures 1 and 2 give sample forms for data tabulation which may also be used in evaluation. A succinct digest of the salient points of the evaluation methodology follows:

1. Population—Total group of participants.

2. Design—Pre-test, post-test.

3. Instruments—Those in Appendix B are recommended with the addition of appropriate cognitive items. Validity and reliability are to be established locally on an empirical basis, over time. Appendix C contains evaluation instruments for gaining feedback about program (workshop) structure and quality.

4. Data collection personnel—See Chapter II—General Guidelines for Assessment.

5. Data Analysis—See Figures 1 and 2 and points 1–5 following these figures. Statistical treatment will be very simple. Appropriate statistics will probably be limited to means, medians, modes and histograms showing trends. Figure 6 illustrates an instrument for gross analysis of trends toward agreement and disagreement among all three populations. Figure 7 may be used to discover attitudes toward specific items of interest to the evaluator or program coordinator.

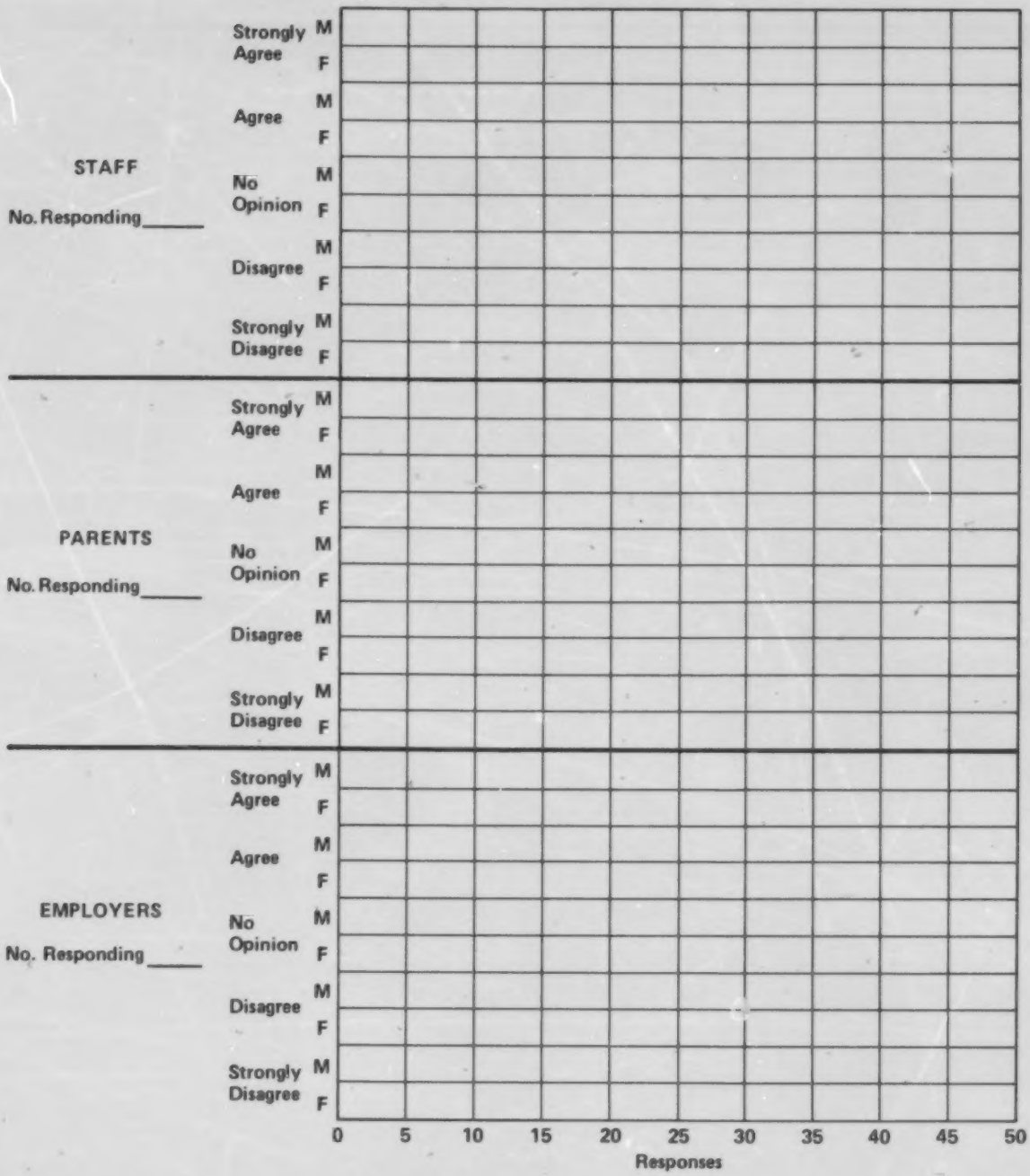
   By administering the questionnaire at the beginning and end of the program and constructing histograms of responses at these points, one may draw some conclusions concerning movement of opinion and attitudes.

6. Data Reporting—It is recommended that only group data be reported as attitudes and values are personal in nature. Furthermore, we are far more interested in how the three populations as a whole move than we are concerned with any one individual. The individual can compare himself/herself to the group if he/she desires. Figures 1, 2, 6 and 7 suggest some means of summarizing data in an understandable form. (See Deciding via Evaluation handbook for evaluation planning and reporting forms.)

Figure 6

Overall Summary of Responses by Sex to Questionnaire:

"How Do You Feel About Career Education in the Schools?"

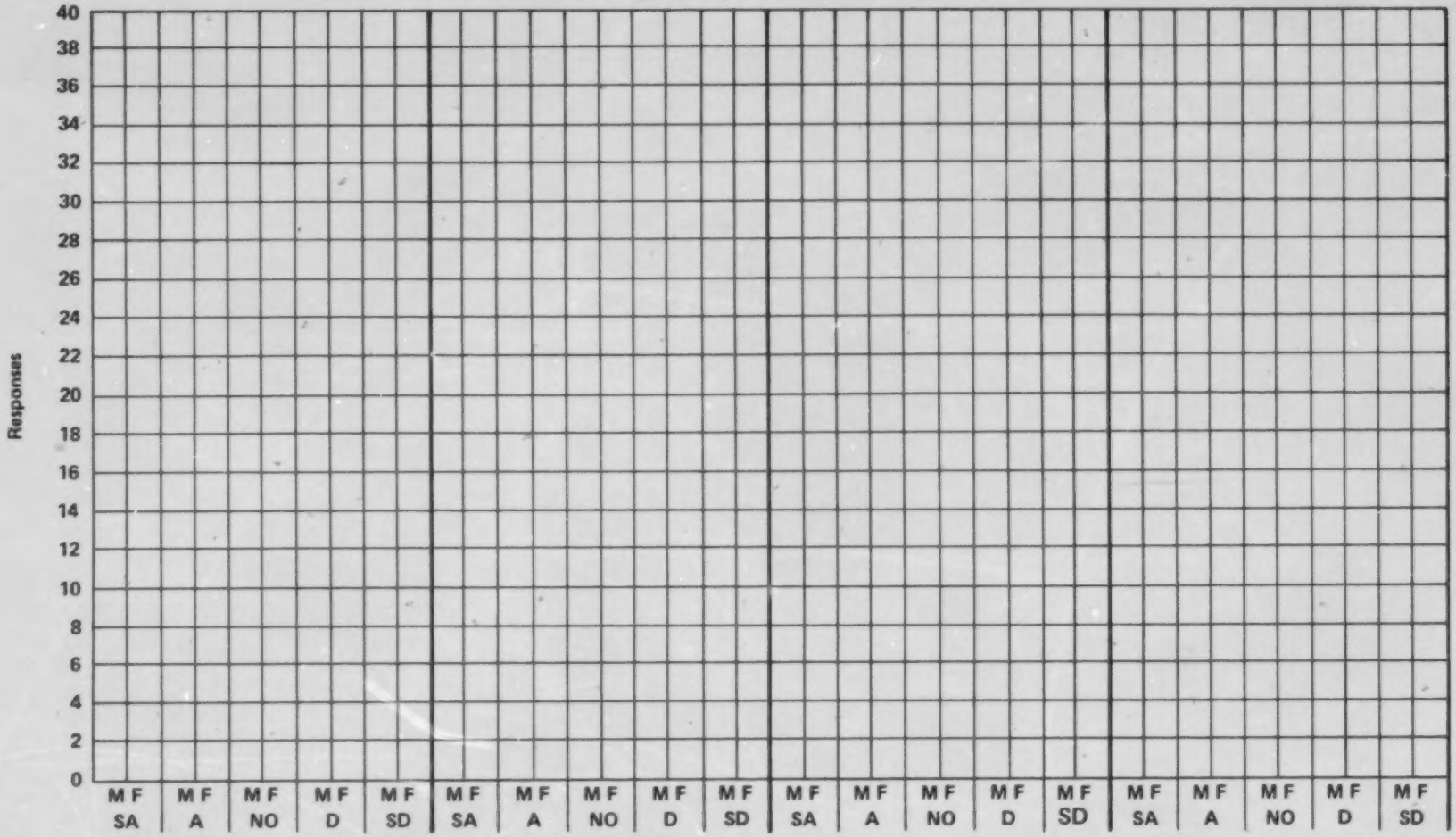


Total number responding_____

Figure 7

Summary of Responses by Sex to Questionnaire:

"How Do You Feel About Career Education in the Schools?"



Pre-test _____ Post-test _____ (check one)

Population: Staff ____ Parents ____ Employers____ (check one)

Number of persons responding _____

7. Audience for Data—Coordinator—for decisions relative to change. Board of Education—for information and understanding. School Administration—for status reports and administrative decisions. Participants—for feedback to maintain interest and to see progress. They should know what use will be made of the data at the outset of the program. Audiences for data are treated more fully in Chapter II under "Interpretation of Findings."

8. Timelines for Evaluation—See Appendix B, "Timeline for Steps in Local Study," items 6, 7, and 8.

Responsibilities for Evaluation

In most rural schools, the coordinator no doubt will have responsibility for the entire evaluation process, from planning through carrying out and reporting results of the evaluation to the proper audiences. The coordinator will have to recruit volunteer assistance from staff, parents and students. Suggested functions of volunteers are listed earlier in this chapter.

Some of the reasons for suggesting a relatively simple and highly specific evaluation procedure are

1. the concentration of program responsibility in the coordinator,

2. lack of time, funds and personnel in the rural schools to undertake a highly sophisticated evaluation,

3. overall evaluation, including both formative and summative evaluation are covered in detail in the handbook in this series entitled, Deciding via Evaluation.

In summary, a statement of purpose and use of evaluation in this context is provided by Davis and Drier (1976): "Evaluation in the rural school setting is a simple tool essential for planning and improvement . . . When results indicate that the program has met expectations, then results should be used for further development and enhancement. When expectations are not reached, results are used to determine what is necessary to improve performance . . ."

APPENDIX A

MATERIALS FOR ASSESSMENT AND CHANGE

1. Project Discovery Materials
2. Guided Fantasy in Career Counseling

1. PROJECT DISCOVERY MATERIAL

The following section has been excerpted from *Project Discovery Guidance Activities,* Southwest Iowa Learning Resources Center, 1975.

GROUP SYSTEMS

Values Clarification

Based on an approach introduced by Raths, Harmin, and Simon in *Values and Teaching,* this "system" aims to help young people clarify the valuing process. A large number of "practical strategies for teachers and students" has been collected in a paperback by S. B. Simon, L. W. Howe, H. Kirschenbaum entitled *Values Clarification.* With some background reading and some practice, the skilled classroom teacher can probably employ this system.

Deciding

A series of classroom exercises designed to help ninth graders examine the values, information, and strategy phases of decision-making. Materials include a student workbook and leader's manual and are available from the College Entrace Examination Board, Box 592, Princeton, NJ 08540. Again a skilled teacher could probably employ this program after reading and practice.

Human Potential Seminars

This semi-structured group process was developed to increase "self-affirmation, self-motivation, self-determination, and an empathetic regard for others." Originally used with young adults, the program has been applied in high school and junior high settings. Mr. Don Williams, Kirkwood Community College, Cedar Rapids.

2. GUIDED FANTASY IN CAREER COUNSELING

Thomas M. Skovholt
Ronald W. Hoenninger

Guided fantasy as an effective counseling technique has recently been described by Chestnut (1971) in dealing with client-defensiveness, by Kelly (1972) in working with young people, and by Lazarus (1971) in his "desert island" story. In addition, Kelly (1972) has provided a short history of the guided fantasy technique beginning with Freud and the famous case of Anna O.

In the career counseling literature, however, there has been a minimum of materials describing and theorizing about the relation of vocational fantasy to career development. Holland's (1964) research on vocational daydreams was one effort in this area. Evidently, Holland still believes that daydreams are important in predicting career choice; the first page of his "Self-Directed Search," a new career guidance booklet, requests the client to list occupational daydreams. Yet, curiously, there is no mention in Holland's latest book (1973) of occupational daydreams. Roe (1951) completed an early paper on the use of imagery in various career fields, but she spent little more time on this area. Recently she has expressed her own disappointment at the lack of work on imagery and career choice (1972). The theory of career choice described by Ginsberg and others (1951) originally used a developmental framework with three stages: fantasy, tentative, and realistic. The fantasy period was the period from early childhood until age ten to twelve; this was a time when the child's later career choice was dictated by the child's desire, with little consideration of external reality. In a reformulation of his theory, Ginsberg (1972) has minimized the importance of age-segregated stages and has made no mention of fantasy. Klinger (1971) has not discussed research on vocational fantasies in an otherwise exhaustive book on fantasies. The work on fantasy is just as spotty in actual career counseling work. For example, when surveying career exploration groups in colleges, Nicholson and Willis (1973) found only six schools in which fantasy is used in career exploration activities.

THE VALUES OF GUIDED FANTASY

It seems quite evident that the theorizing about and the use of guided fantasy has not been extensively developed in career counseling. The reason for this is open to speculation; perhaps White (1972) was correct when he suggested that the mental health establishment has sold us a bill of goods concerning the negative effects of being introverted, being alone, or indulging in fantasy.

We believe that career counseling is in desperate need of an arsenal of effective techniques, and we believe that guided fantasy is a promisng strategy for the counselor to add to his or her repertoire of skills. A constant problem in career counseling is the superficiality that results from a counselor's recitation of inventory results, test scores, and occupational information. The use of guided fantasy enables counseling to move to a more meaningful level, because of the significant material in the fantasy experience comes from the client. The use of guided fantasy allows for indirect expression of

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emotions, goals, and beliefs. According to Kelly (1972), guided fantasy helps to: (a) encourage relatively freely associated, uncensored communication; (b) alleviate impasses, (c) encourage preliminary emotional expression; (d) open new avenues of insight.

APPLYING THE TECHNIQUE

At the Counseling Services of the University of Missouri-Columbia, fantasy experiences are used regularly as part of the career exploration group program. Each career exploration group consists of from six to ten students and two counselors. Each group meets for four sessions of an hour and a half each. The guided fantasy trip is usually used as part of the second or third session.

The fantasy experience begins with the use of relaxation training in the tradition of Jacobson (1938) and Wolpe and Lazarus (1966). After the group members are relaxed, with their eyes closed, they are asked to imagine the following events during a workday.

SETTING: It is six years from now. (pause) You are waking up in the morning and getting ready for work. (pause) You eat breakfast. Who is there? (pause) You leave and go to work, or you may stay and work at home. (pause)

WORK: If you leave the house, do you go by car? What kind is it? Or do you use another kind of transportation? You are now at work. Where are you? An office? A school? Outside? Are you supervising others? Who are they? Who is your boss? (pause)

NOON: It is time for lunch. What do you do for lunch? Go out, bag lunch, or what? Do you eat alone? (pause)

WORK: Do you work alone? If not, what are your fellow workers like? Are they men? Are they women? Are they intense? Are they relaxed? Do you like being with them? (pause)

HOME: It is time to go home. You are home. What is your home like? (pause) When you open the door, who is there? (pause) After eating, you have some time in the evening. What do you do? (pause) It is now time to go to bed. You will be going to work tomorrow. Do you look forward to it? (pause)

END: We are now done with the fantasy trip. Open your eyes, and let's talk about your experience.

At this point a discussion occurs. The group leaders usually want to process the materials, and group members are asked to talk about their fantasies. When talking about their fantasies, members are often enthusiastic, intrigued, and surprised by the results.

SOME EXAMPLES

Female, eighteen years old. I woke up in a house. Someone else was there; I think it was my husband. It seemed like that was where I belonged. It was my house. Got dressed, wore a skirt. I had my own car; it was a Toyota. I went to a hospital. Everybody was friendly. I worked in a lab with other people; we all worked together. It wasn't really clear what I was doing, but I had on a white coat. When I went home, I was the first one home. Then my husband came. We had a quiet evening, reading and watching TV. I looked forward to work the next day.

Male, nineteen years old. It was pretty bad because I couldn't see myself going to work the first thing in the morning. But I did wake up someplace. I didn't know where it was. The only thing that became vivid was when you asked who we were working with and what we were doing. It seemed that I was working on a project with a small group of people. In particular, I saw us working in a studio doing some kind of productions in media. After being at the studio, I went out someplace for the evening. I was looking forward to the next day.

Female, eighteen years old. A modern kitchen, real fancy. Don't know how I got to work. It was an elementary school. I don't want to be an elementary teacher. It bothered me. At lunch, I was setting with all of the little kids. Then I went back to work. I don't think anyone was there when I went home. At night I was grading papers. I wasn't sure whether I wanted to go back.

Male, twenty years old. When I woke up, I was in an apartment with my wife in my country of Costa Rica. I dressed like a lawyer, with a tie, and went to the courthouse. At lunch I went to eat with some lawyers. After lunch I went to my office. After work I had dinner with my wife and because it was Friday, we went to some friends' house.

EXTENDING THE TECHNIQUE

Originally the structured fantasy story was used with a college population. Since the original work with college students, the fantasy story has been modified and successfully used with elementary students, male adult reformatory inmates, and blind rehabilitation clients. In all three of these groups, counselors and clients, including the blind clients, have found the technique useful.

A second extension area concerns the kind of fantasy story used. When one considers career counseling as life style counseling, there are numerous dilemmas that can be addressed with the use of fantasy. For example, fantasy can be used to address sex role conflicts as they relate to career development; the seeming contradiction of masculinity with affiliation and of femininity with achievement may be looked at through use of fantasy stories. Another example is the construction of fantasy stories that deal with the way one handles failures and situations of high risk. Also, some of the value clarification exercises described by Simon, Howe, and Kirschenbaum (1972) may be used as fantasy stories.

One must ask if guided career fantasies are predictive of future career choice. The evidence is certainly not complete. One of the drawbacks to fantasy as a predictor is the lack of external restraints to guide the fantasy. Often the sky's the limit and the real world is not considered. If one considers a client's career fantasy as a kind of expressed choice, the predictiveness of fantasy seems more positive. In the research literature, expressed career choice is sometimes found to be as predictive as inventoried choice. In a review comparing expressed and inventoried interests, Dolliver (1969) said, "The predictive validity of expressed interests is at least as great as the predictive validity of the Strong Vocational Interest Blank." Holland, speaking of his own instrument, said, "Expressed interests are twice as predictive as the Vocational Preference Inventory (Stahmann 1972)." It is our belief that structured career fantasies do reveal important career choices that the client is considering and often seriously desiring to enter.

Crucial to the success of this technique is the content of the fantasy. In our judgment, life style elements (e.g., place of residence, leisure activities, family members, personal needs—all of which are important for a career choice) are elicited more often and more clearly in the guided fantasy trip than with many direct career counseling techniques.

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APPENDIX B

INSTRUMENTS FOR ASSESSMENT

1. Staff Awareness Program of Guidance Practices-Concerning such factors as

   Sex Roles,
   Ethnic Background, and
   Socioeconomic.

2. How Do You Feel About Career Education in the Schools?

   Staff
   Parents
   Employers

3. Comprehensive Career Education Questionnaire

STAFF AWARENESS PROGRAM OF GUIDANCE PRACTICES

Marvin Robertson
Harry Drier
Judith Morris
The Center for Vocational Education, 1975

It is recommended that the following program adapted from the *Staff Awareness Program* * be the basis of the school's staff program. This program particularly addresses itself to career limitations based upon ethnic, socioeconomic, and sex stereotypes.

GUIDE FOR A LOCAL STUDY

Introduction and Overview for Group Leader and Participants

The decision to implement a particular staff development strategy in career education can be made for many reasons and from various perspectives. One rational method is based on an assessment of needs in the local school district. In-service programs that are eventually selected can be more effective when adapted to local needs and conditions. This Attitudes and Values Expansion Program contains a system of local data collection, analysis, and utlization for two purposes:

1. To assess the need for an Attitudes and Values Expansion Program in a specific educational setting.

2. To provide special local data to be used as part of the content of the in-service program.

Data is collected from students and their teachers. Students provide demographic information, career aspiration information, perceptions of their interaction with the teacher, and other perceptions of themselves as students. Staff members provide demographic information, career expectations for a sample of eight to ten students, perceptions of their interaction with each student in the sample, and perceptions of student ability.

The data can be analyzed to identify stereotypes and interaction patterns related to socioeconomic status, sex, and ethnic group that may limit the students' occupational and career potential and choices.

Stereotypes are patterns of information integration that are acceptable to a peer group and reduce the need to process large amounts of information. A stereotype can limit choice by limiting the processing of information. The relationship between stereotypes and personal value systems that shape work roles can be close.

Steps in a Local Study

Planning the local study will require understanding of the steps involved. Further detailed information for the implementation of each step is included in following sections. The coordinator of the local study can place the steps in a logical time frame and tentatively schedule the activities.

The steps are:

1. Identify the purposes and use of the data.
2. Select the staff to be included.

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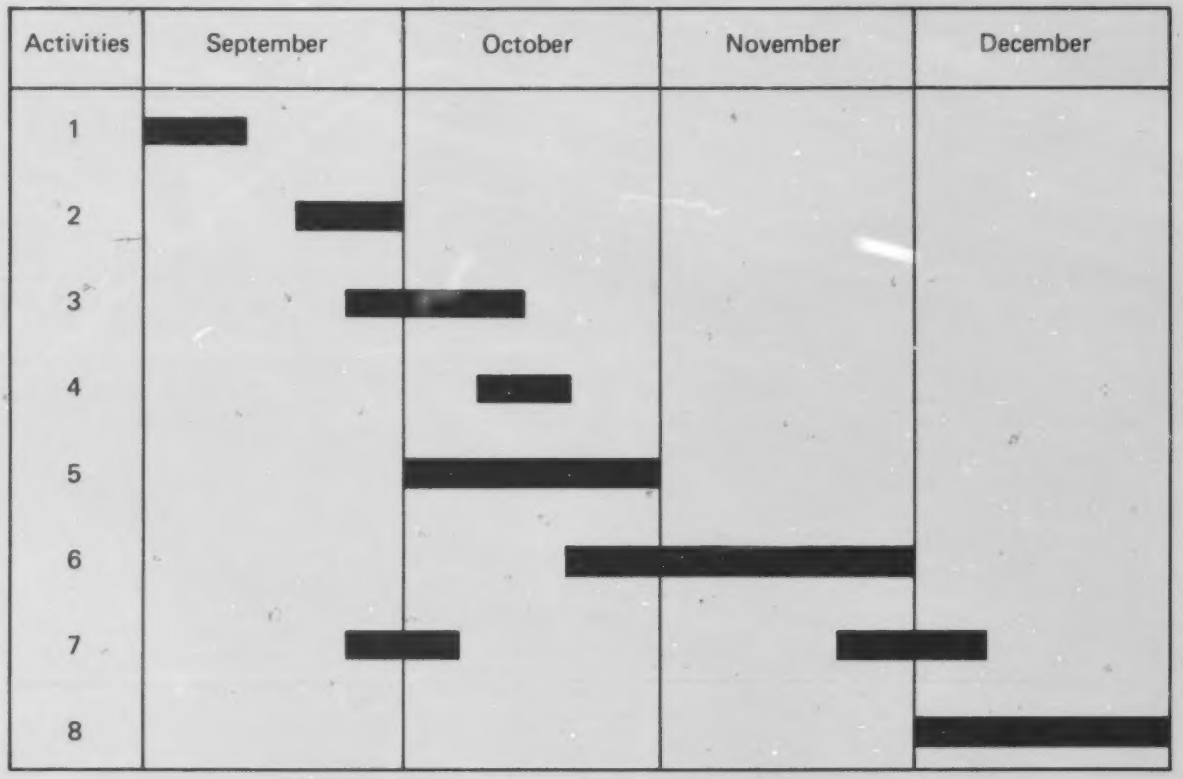
*Robertson, Marvin, Drier, Harry, Jr., Morris, Judith, and Thompson, Joseph. *Staff Awareness: Racial, Socioeconomic, Sex Stereotypes Limit Career Potential.* Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1975.

3. Complete "Student Data Forms."
4. Select the sample of students from each classroom
5. Provide instruments and collect student and teacher data.
6. Analyze data according to purposes and uses.
7. Prepare report from analyzed data.
8. Provide feedback to staff and use data.

The following chart places the activities in a suggested time frame.

TIME LINE FOR STEPS IN A LOCAL STUDY
(Example Format)



MAJOR ACTIVITIES

The major activities of the Attitudes and Values Expansion Program can be divided into the assessment of the need; study to document the local situation; in-service to meet local needs; classroom implementation, evaluation, and feedback; and replanning, modifying, or extending the program (Figure 1).

Figure 1

Major Activities in Attitudes and Values Expansion Program

Assessment of Need

Local Study

In-service for Staff

Classroom Implementation

Evaluation and Feedback

Continued Implementation

In the remainder of this section each of the major activities will be discussed and a task analysis presented.

Assessment of the Need

The local career education director, in-service coordinator, or other local administrator considering use of the Attitudes and Values Expansion Program can assess the need through a series of questions, such as:

1. Do staff in this district have stereotypes and biases that are reflected in differeing expectations for students?
2. Do the expectations of our staff for a student influence the behavior of that student?
3. Does the staff's interaction pattern affect students in this district?
4. Can our staff's expectations and our students' potentials be changed?

Methods of assessing existing information to answer the above questions may come from many sources, such as data collected in the local school district utilizing the procedures and instruments contained in the Guide for a Local Study.

The review of the Attitudes and Values Expansion Program can provide the administrator with an overview of the purposes of the program and suggests uses in the local district. The needs assessment leads to the decision-making process on specific utilization.

In-service to Meet Local Needs

The in-service component of the Attitudes and Values Expansion Program is designed to increase teachers' behaviors that will broaden and enhance the career potential of each student and to reduce behaviors that reinforce stereotypes related to sex, ethnic background, or socioeconomic status. The learning activities involve games, role playing, small group discussion, films, reading, and individual involvement in identifying stereotypes and developing a personal list of classroom behaviors to implement. Each teacher uses a behavior checklist to provide personal feedback and evaluation of the program.

The sensitivity of the program subject matter, the small group learning activities, the implementation strategies which demand heavy feedback and monitoring, and the objective of specific behavior changes by indiviual staff members, dictate practical limits on the number of staff that can be included in each in-service session. It is recommended that optimal results may be obtained with twenty persons or less and with thirty as a practical upper limit. In-service should be repeated for additional groups of twenty to thirty until all individuals in the target population have been reached.

A minimum of ten hours of in-service is suggested, followed by an implementation period and regular work team meetings for team support, feedback, and modification. Suggested workshop schedules for the Attitudes and Values Expansion Program are:

Alternative A

Friday	I.	Program Introduction and Reference Group Game	8–10 p.m.
Saturday	II.	Team Building	8–10 a.m.
		Break	
	III.	Data for Planning: Identifying Personal Perceptions	10–12 noon
		Lunch	
	IV.	Broadening the Data Base for Planning	1–3 p.m.
	V.	Planning for Implementation	3–5 p.m.

Alternative B

Tuesday	I.	Program Introduction Reference Attitude Game	4–6 p.m.
(Following School)		Dinner	
	II.	Team Building	7–9 p.m.
	III.	Data for Planning: Identifying Personal Perceptions (Writing Portion)	9–10 p.m.

Time Requirements

The following suggested time requirements are based on time needs in field trials of the program:

Group	Task	Estimated Time
Teachers	Data Collection	2 – 3 hours
	In-service Workshop	10 hours
	Implementation Meetings	1 – 2 hours
	Evaluation and Feedback	1 – 2 hours
Clerical	Preparing Instruments	6 hours
	Preparing Classroom Data Form	12 –16 hours
	Miscellaneous Ordering	2 – 3 hours
Coordinator	Selecting Teachers	2 hours
	Notifying Teachers	1 hour
	Organizing Data Collection	4 hours
	Data Collection	8 hours
	Organizing Workshop	2 – 4 hours
	Attendance at In-service	10 hours
	Follow-up	8 hours
Research Specialist	Data Analysis	4 – 8 hours
Workshop Conductor	Preparation	2 –10 hours
	Conducting Workshop	10 –12 hours
	Follow-up	1 – 3 hours

Costs

Cost of the Attitudes and Values Expansion Program will vary according to individual site requirements. Major cost items involve personnel—those who conduct the program and those who participate in it.

Staff

Suggestions for staff utilization, volunteers, and possible student use have been made earlier under General Guidelines on the Administration of Surveys Instruments.

Wednesday	III.	(Continued) Discussion of Personal Perception	4–5 p.m.
		Dinner	
	IV.	Broadening the Data Base for Planning	6–8 p.m.
	V.	Planning for Implementation	8–10 p.m.

Alternative C*

Single Day Schedule	I.	Program Introduction and Reference Group Game	8–10 a.m.
		Break	
	II.	Team Building	10–12 noon
		Lunch	
	III.	Data for Planning: Identifying Personal Perceptions	1–3 p.m.
		Break	
	IV.	Broadening the Data Base for Planning	3–5 p.m.
	V.	Planning for Implementation	7–9 p.m.

Classroom Implementation

At the completion of the ten hour in-service program, each teacher has a behavior list to implement in the classroom. After three weeks of implementation, the administrator should arrange to meet with the teachers to discuss means of continuing and expanding the implementation of classroom behaviors based upon stereotypes that limit student potential. The same behavior checklists and feedback mechanisms can be used to expand the program into a continuing effort. The program can easily become an annual, integral part of the instructional system.

The Attitudes and Values Expansion Program emphasizes the need for systematic, objective feedback to teachers. Teachers need feedback to assist them in maintaining and improving teaching methodology and techniques.

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*The writer's preference, as stated in the body of this handbook, is with alternative C. Rationale for this is given in Chapter II—General Guidelines for Assessment. Scheduling for Program (Staff).

TEACHER QUESTIONNAIRE

PART II

(One for each student selected)

Student No. _____

In this inventory, there are four types of questions regarding several of your students. The forms are identified by the students' names and are grouped according to question types.

Please answer questions 1--5 for all students, then 6--9 for all students, etc. through question 17.

Although there are seventeen questions, the response time should only be from five to ten minutes per student. The name of each student is typed on a removable label. Once you have completed the forms, please remove and discard the labels identifying the students to assure the anonymity of teacher and student.

Although an "uncertain" option has been provided for most questions, please make every effort to provide a substantive response. The "certainty" is not predictive but relates to your observations and intuitions at this time.

Thank you.

_____ has been in your class this year when the focus has been on
Student Name
career development. Please think about your knowledge and observations of the child and your verbal interactions with him/her as you answer the following questions about possible career directions he/she might take.

For each of the next four questions, please list in order of choice at least two careers or as many as you like. A list of careers is attached for reference, but do not feel compelled to use it.

1. At this time, what possible careers do you envision this student pursuing successfully when his/her schooling is over?

   a. 1. 6.
      2. 7.
      3. 8.
      4. 9.
      5. 10.

   b. Uncertain _____

2. At this time, what careers would you most like to see this child pursue if he/she were free to choose any he/she wished when his/her schooling is over?

   a. 1. 6.
      2. 7.
      3. 8.
      4. 9.
      5. 10.

   b. Uncertain _____

3. At this time, what possible careers do you envision this student successfully pursuing by the time he/she is thirty years old?

a. 1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

b. Uncertain _____

4. At this time, what careers would you most like to see this student pursue if he/she were free to choose any he/she wished by the time he/she is thirty years old?

a. 1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

b. Uncertain _____

(If the student is a girl, answer question 5.)

5. At this time, which would you most like to see this girl do if she were free to choose any she wished by the time she is thirty years old?

_____ 1. Be a full-time homemaker and mother

_____ 2. Devote full time to her career

_____ 3. Combine homemaking and a career

CAREER REFERENCE LIST

List of possible careers from which to choose for questions 1–4.

1. Architect
2. Diplomat in the United States Foreign Services
3. Accountant for a large business
4. Clerk in a store
5. Restaurant waiter or waitress
6. Machine operator in a factory
7. Undertaker
8. Clothes presser in a laundry
9. Banker
10. Plumber
11. Insurance agent
12. Filling station attendant
13. Railroad engineer
14. Physician (doctor)
15. Janitor
16. Truck driver
17. Corporal in the Army
18. Mail carrier
19. United States representative in Congress
20. College professor
21. Shoeshiner
22. Author of novels
23. Carpenter
24. Farm hand
25. Coal miner
26. Barber
27. Owner-operator of a lunch stand
28. Singer in a nightclub
29. Airline pilot
30. Minister or Priest
31. Milk route carrier
32. Building contractor
33. County agricultural agent
34. Lumberjack
35. Garbage collector
36. Taxi driver
37. Lawyer
38. Dock worker
39. Sociologist
40. Nuclear physicist
41. Police officer
42. Electrician
43. Bookkeeper
44. Psychologist
45. Street sweeper
46. Trained machinist
47. Manager of a small store in a city
48. Soda fountain clerk
49. Reporter for a daily newspaper
50. Night watchman
51. Railroad conductor
52. Chemist
53. Civil engineer
54. United States Supreme Court Justice
55. Playground director
56. Artist who paints pictures that are exhibited in galleries
57. Dentist
58. Scientist
59. Radio announcer
60. Public school teacher
61. Member of the board of directors of a large corporation
62. Streetcar motorman or city bus driver
63. Share cropper (one who own no livestock or farm machinery and does not manage the farm)
64. Traveling salesperson for a wholesale concern
65. Cabinet member in the federal government
66. Owner-operator of a printing shop
67. State governor
68. Railroad section hand
69. Biologist
70. Captain in the Army
71. Head of a department in state government
72. Musician in a symphony orchestra
73. Owner of a factory that employes about 100 people
74. Official of an internaional labor union
75. Welfare worker for a city government
76. Local official of a labor union
77. County judge
78. Garage mechanic
79. Mayor of a large city
80. Newspaper columnist

6. How do you rate this student in school ability (e.g., class atentiveness, completion of homework, general school activities) compared with others in his/her grade in school?

Far Above Average	Above Average	Slightly Above Average	Average	Slightly Below Average	Below Average	Far Below Average	Uncertain
7	6	5	4	3	2	1	0

---

7. How intelligent do you think this student is compared with other students the same age?

Far Above Average	Above Average	Slightly Above Average	Average	Slightly Below Average	Below Average	Far Below Average	Uncertain
7	6	5	4	3	2	1	0

---

8. How good areader do you think this student is compared with other students the same age?

Far Above Average	Above Average	Slightly Above Average	Average	Slightly Below Average	Below Average	Far Below Average	Uncertain
7	6	5	4	3	2	1	0

---

9. What is the highest school level you think this child will complete?

1. Elementary School
2. Junior High School
3. High School
4. College
5. Graduate Work
6. Professional Degree

0. Uncertain

The following is an attempt to get your perception of the type of interaction you have with this child. Please estimate frequency of these specific interactions on a normal day.

10. How often do you call on this student to answer a question?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

11. How often does this student volunteer to answer a question?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

12. How often does this student ask you questions?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

13. How often do you talk with this student about something other than school work?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

14. How often do you call the student down for inappropriate conduct?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

15. How often do you praise the student's work or behavior?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

16. How often do you have eye contact with this student?

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

---

17. How frequent is your eye contact?

a. Controlling (e.g., "stop that!")

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

b. Supporting (e.g., "Good!" "I like you.")

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

c. Natural (e.g., routine glances, checking presence)

Very Seldom	Seldom	Sometimes	Often	Very Often	Uncertain
1	2	3	4	5	0

Thank you.

INSTRUCTIONS

Classroom Data Collection

Materials

Completed Student Data Form

Two manila folders

Three 3 x 5 cards for staff member's code

One set of participant materials:

instructions
personal data form
ten Staff-Student forms
list of ten student numbers

Forms for each student

Procedures

Arrange for staff member to complete that individual's forms while you are in the classroom helping students complete forms.

Pass out forms to students.

Read the cover page aloud.

Have students write their name on cover page only.

Read each question aloud as the students answer each question.

Record time needed for the class to complete the task.

Use master list to put student number on each page of each form.

Tear off the cover page with student name.

Place following in manila folder:

all questionnaires for that class without names.
a completed Student Data Form.

Have teacher put a 3 x 5 card with personal code in the manila folder.

Seal folder in staff member's presence.

Deliver to on-site coordinator.

STUDENT QUESTIONNAIRE

We are asking your help on a study being done in your school. On the next few pages we ask questions about you and your thoughts about school and careers. Your answers would be very helpful to us, but you do not have to answer these questions. It will not make any difference to your teacher or your grades in this class. If you do decide to answer these questions, no one in your school will see your answers. So, please be as honest as you can.

Thank you for helping us.

Student Name _____

Each of these four questions is different. Read each one carefully when the reader reads it aloud. You can pick job answers from the list behind this page or just write down jobs you think of yourself. Write at least two answers for each question. Put your best answers first. If you have any questions, please raise your hand.

1. Pretend you just got out of school and are out looking for a job. What two (or more) jobs are the best ones you are really sure you could get? Put your best answer first.

   1. _____ 4. _____
   2. _____ 5. _____
   3. _____ 0. Don't know _____

2. Pretend you just got out of school and are out looking for a job. Which two (or more) jobs would you take if you could have any of them you wanted? Put your favorite jobs first.

   1. _____ 4. _____
   2. _____ 5. _____
   3. _____ 0. Don't know _____

3. Pretend you are thirty years old. What two (or more) jobs are the best ones you are really sure you could get? Put your best answers down first.

   1. _____ 4. _____
   2. _____ 5. _____
   3. _____ 0. Don't know _____

4. Pretend you are thirty years old. What two (or more) jobs would you take if you could have any of them you wanted? Put your favorite jobs first.

   1. _____ 4. _____
   2. _____ 5. _____
   3. _____ 0. Don't know _____

DIRECTIONS: Read each of the following questions carefully. Answer to the best of your ability. There are questions about your parents. If for any reason you are not living with your parents, answer for the person who acts as your parent or guardian. Please answer all questions. If you have any questions, pleease raise your hand for help.

5. How old are you? _____

6. Are you: 1. Boy 2. Girl

7. What grade are you in? 3 4 5 6 7 8 9 Ungraded

8. What kind of student are you?

   1. Excellent 2. Good 3. OK 4. Fair 5. Poor

9. Are you:
   1. American Indian
   2. Black
   3. Mexican American
   4. Oriental
   5. Puerto Rican
   6. White
   7. Other _____ (please specify)

10. How far did your father go in school? (circle one number)

    1. Did not go to school
    2. Elementary School
    3. Junior High School
    4. High School
    5. College
    6. Professional School: to be a dentist, doctor, lawyer, etc.
    0. Don't know

11. How far did your mother go in school? (circle one number)

    1. Did not go to school
    2. Elementary School
    3. Junior High School
    4. High School
    5. College
    6. Professional School: to be a dentist, doctor, lawyer, etc.
    0. Don't know

12. What is your father's job? _____

    0. Don't know 1. Doesn't work

13. What is your mother's job? _____

    0. Don't know 1. Doesn't work

INSTRUCTIONS: To answer these questions, think about a regular day in your class. Circle the answer that best describes how you and your teacher act on a regular day.

14. How often does your teacher call on you to answer questions?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

15. How often do you let the teacher know you want to answer a question?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

16. How often do you ask the teacher questions?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

17. How often do you talk with your teacher about something other than school work?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

18. How often does the teacher call you down for bad behavior (cutting up, talking, etc.)?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

19. How often does the teacher answer your questions or listen to your comments?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

---

20. How often does the teacher say he/she likes your school work or your behavior?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

21. How often does the teacher look at you as though he/she were pleased or happy with you?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

22. How often does the teacher look at you as though he/she were displeased, unhapply, or angry with you?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

23. How often does the teacher just look at you without meaning anything?

Almost Never	Not Often	Sometimes	Many Times	Almost All The Time	Uncertain
1	2	3	4	5	0

24. How smart do you think you are, compared with other children your age?

A Lot Less Smart	Less Smart	Slightly Less Smart	About The Same	A Little Smarter	Smarter	Much Smarter	Uncertain
1	2	3	4	5	6	7	8

25. How good a reader do you think you are, compared with other children your age?

Much Better	Better	A Little Better	About the Same	Worse	A Little Worse	Much Worse	Uncertain
7	6	5	4	3	2	1	0

26. Compare your ability in school with other children your age. Are you:

Much Better	Better	A Little Better	About the Same	Worse	A Little Worse	Much Worse	Uncertain
7	6	5	4	3	2	1	0

3. HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

This checklist is a suggested alternate to the adapted Staff Awareness Program, previously presented. The forms included here can be used with the appropriate demographic information form to assess career attitudes and values of staff and parents. As indicated in Chapter II under "Strategies for Working with Employers," a form for collecting demographic data relevant to employers can be generated.

A suggested demographic data collection sheet for employers and generated by this author is included here as Form C. All of these materials except Form C have been taken with permission from material developed by Policy Studies in Education,* 475 Park Avenue South, New York, N.Y. 10016.

*Staff formerly associated with Institute for Educational Development.

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Form A – Staff

Please use twenty minutes of your time to complete for form and return it to the principal's office. Of course, you do not have to respond to any item about which you feel reluctant.

Please do not sign your name.

Thank you for your cooperation.

Part 1 **DIRECTIONS:**

Please read each question carefully, then circle your answer to each question.

1. What is your age?

20 or under	40–44
20–24	45–49
25–29	50–54
30–34	55–59
35–39	60 or over

2. What is your sex?

Male Female

3. How many children do you have?

None	4
1	5
2	More than 5
3	

4. What is your highest level of education?

High School	Master's Degree
Some College	Doctor's Degree
Bachelor's Degree	Other (please specify)_____

5. Are you:

American Indian	Puerto Rican
Black	Spanish surname
Mexican American	White
Oriental	Other (please specify)_____

6. In which state do you teach? _____

7. What is your position?

Central Office Staff	Librarian
District Office Staff	Nurse
Teacher	Audiovisual Specialist
Paraprofessional	Guidance Counselor
Principal	(Guidance/Placement)
Assistant Principal	Other (Please specify)

8. How many years have you worked in the field of education?

Less than 1 year	11–15 years
1–2 years	16–20 years
3–5 years	More than 20 years
6–10 years	

9. How many years of full-time employment other than teaching have you had?

None	6–10 years
Less than 1 year	11–15 years
1–2 years	16–20 years
3–5 years	More than 20 years

10. If you work in a school, what is the name of that school?

_____

11. If you work in a school, what grades does it include? (Circle all grades in that school.)

K 1 2 3 4 5 6 7 8 9 10 11 12

12. If you are a classroom teacher, circle all the grades you are currently teaching. (If you teach ungraded classes, circle the grades corresponding to the ages of your students.)

K 1 2 3 4 5 6 7 8 9 10 11 12

13. If you are a classroom teacher, circle all the subjects you are currently teaching.

Elementary Self-Contained Classroom	Music
Art	Physical Education
Business and Office Education	Science
Driver Education	Social Studies
Foreign Languages	Special Education
Health Education	Distributive Education
Home Economics	Trades and Industry
Industrial Arts	Vocational Agriculture
Language Arts/Reading/English	Other (Please specify)_____
Mathematics	_____

14. If you are a classroom teacher, do you agree that courses in your subject area(s) or grade would be more meaningful and relevant if focused around career objectives?

Strongly agree	Agree
Agree	Strongly disagree
No opinion	

15. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

Meetings	Workshops	Newsletters or Brochures	Newspaper, Television Radio Announcements
Never	Never	Never	Never
1	1	1	1
2	2	2	2
3	3	3	3
More than 3	More than 3	More than 3	More than 3

16. During the previous school year, how many people visited your classrooms to talk about their jobs and the kind of work they do? For example, a businessman, mechanic, dietician, or lawyer.

None	5
1	6
2	7
3	More than 7
4	

17. During the previous school year, how many trips did your classs(es) make to observe work being performed? For example, places where goods were sold, products were made, and services were provided, such as a department store, a manufacturing plant, or a bank.

None	3	6
1	4	7
2	5	More than 7

18. During the previous school year, how many trips did your class(es) take to places other than those types listed in Question 17? For example, cultural or science centers, such as a museum or a planetarium.

None	3	6
1	4	7
2	5	More than 7

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Form B – Parents

Your answers will help shape a new program taking place in a number of schools throughout the country, including your own.

Please use twenty minutes of your time to complete the form. If possible, answer the questions with your husband or wife. If there are any questions which you do not want to answer, feel free to go on to the next item.

When you have completed the form, please seal it in the attached envelope and give it to your child for return to the school.

Please do not sign your name.

Thank you for your cooperation.

Part I **DIRECTIONS:**

Please read each question carefully, then circle your answer to the question. The numbers next to the answers are for office use only. You can ignore them.

1. In which state do you live?

2. What is your total family income from all sources (wages of all family members, social security, pensions, bonuses, overtime, etc.) in 197___?

$5,000 or less	$12,000 – 14,999
$5,000 – 6,999	$15,000 – 19,999
$7,000 – 8,999	$20,000 or more
$9,000 – 11,999	

3. What is the age of the head of your household?

20 or under	40 – 44
20 – 24	45 – 49
25 – 29	50 – 54
30 – 34	55 – 59
35 – 39	60 or over

4. Is the head of your household: (optional)

American Indian	Puerto Rican
Black	Spanish Surname
Mexican American	White
Oriental	Other (Please specify) _____

5. How far in school did the head of your household go? (optional)

Grade 6 or less	College 2 years
Grade 7 – 9	College 3 years
Grade 10 – 11	College 4 years
Grade 12	More than 4 years college
College 1 year	Uncertain

6. How many children do you have?

None	4
1	5
2	More than 5
3	

7. Have any of your children left school before graduating from high school?

Yes No

8. What public elementary school do the children in your neighborhood normally attend?

_____

9. Answer the following questions for your oldest school-age child in the grades given below.

a. Grade

4	9
5	10
6	11
7	12
8	

b. Sex Male Female

c. What are your hopes for this child? (You may circle more than one response.)

Marriage	Go to a two-year college
Travel	Go to a four-year college
Join the Armed Forces	Other (Please specify) _____
Get a job	Uncertain
Go to a business or trade school	

d. With whom have you discussed career plans for this child? (You may circle more than one response.)

Child	Friends
Another parent	Guidance Counselor
Teacher	Vocational Counselor
Other children	Other school staff
No one	Representatives of various careers

Other (Please specify) _____

10. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

Meetings	Newsletters or Brochures	Newspaper, Television Radio Announcements
Never	Never	Never
1	1	1
2	2	2
3	3	3
More than 3	More than 3	More than 3

11. Who is completing this form?

Mother
Father
Mother and Father together
Adult male other than father
Adult female other than mother
Other (Please specify)_____

HOW DO YOU FEEL ABOUT CAREER EDUCATION IN THE SCHOOLS?

Form C – Employers
(Adapted from Forms A & B)

Please use twenty minutes of your time to complete the form. If there are any questions which you do not want to answer, feel free to go on to the next item.

When you have completed the form, please seal it in the attached envelope and return it to the school.

Please do not sign your name.

Thank you for your cooperation.

Part I **DIRECTIONS:**

Please read each question carefully, then circle your answer to the question.

1. Where do you live?

   State _____

2. What is your total business income from all sources?

$15,000 or less	$100,000 to $199,999
$15,000 to $29,999	$200,000 to $499,000
$30,000 to $49,000	$500,000 or more
$50,000 to $99,999	

3. What is the age of the head of your organization?

20 or under	40 – 44
20 – 24	45 – 49
25 – 29	50 – 54
30 – 34	55 – 59
35 – 39	60 or over

4. What is your age?

20 or under	40 – 44
20 – 24	45 – 49
25 – 29	50 – 54
30 – 34	55 – 59
35 – 39	60 or over

5. What is your sex?

Male Female

6. Is the head of your organization: (optional)

American Indian
Black
Mexican American
Oriental
Puerto Rican
White
Other (Please specify)_____

7. How far in school did the head of your organization go?

Grade 6 or iess
Grade 7 – 9
Grade 10 – 11
Grade 12
College 1 year
College 2 years
College 3 years
College 4 years
More than 4 years college
Uncertain

8. What is your highest level of education?

High School
Some college
Bachelor's Degree
Master's Degree
Doctor's Degree
Other (Please specify)

9. How many children do you have?

None
1
2
3
4
5
More than 5

10. Have any of your children left school before graduating from high school?

Yes No

11. With whom have you discussed career plans for your children? (You may circle more than one response.)

Child
Teacher
Friends
Other children
No one
Other (Please specify) _____
Another business person
Guidance Counselor
Vocational Counselor
Other school staff
Representatives of various careers

12. Since last September 1, how many times have you received information about the new career education program in your school system from the following sources? (Circle a response in each column.)

Meetings	Newsletters or Brochures	Newspaper, Television Radio Announcements
Never	Never	Never
1	1	1
2	2	2
3	3	3
More than 3	More than 3	More than 3

13. Who is completing this form?

President or owner	Personnel worker
Representative of above	Manager
Other (Please specify) _____	

14. How many years of full-time employment other than your present field have you had?

None	6 – 10 years
Less than 1 year	11 – 15 years
1 – 2 years	16 – 20 years
3 – 5 years	More than 20 years

15. Do you agree that courses in school would be more meaningful and relevant if focused around career objectives?

Strongly agree	Disagree
Agree	Strongly agree
No opinion	

16. During the previous school year, how many trips did any classes make to observe work being performed?

None	3	6
1	4	7
2	5	More than 7

17. Do you know the name of the school nearest to your place of business?

Yes	No
If yes, Name _____	

18. What is your average number of full-time employees?

5 or fewer	20 – 50
6 – 9	Over 50
10 – 19	

19. What is the average length of time that they have been employed? (Please estimate.)

1 year or less	6 – 10 years
2 – 5 years	Over 10 years

20. What type of work is usually available?

Skilled trades	____% of jobs in organization
Skilled office and clerical work	____% of jobs in organization
Some skilled	____% of jobs in organization
Unskilled	____% of jobs in organization

21. In general, do you consider your job entry requirements:

Entirely realistic	Adequately realistic
Quite realistic	In need of change

Part II This instrument could be used following Part I for Forms A – C.

DIRECTIONS:

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Most people finish high school not knowing what kind of career they prefer.					
Students should be told about different jobs and job requirements during the study of every subject in every grade.					
"Career Education" is another name for vocational education.					
Elementary school is too early for a student to start thinking about career possibilities.					
Every student should have at least one paying job before graduating from high school.					
Career education will be of greater long term value to boys than to girls.					
You don't need a college degree to be a success.					
A student's choice of career can be changed by career education in school.					
One can easily predict a child's eventual career by looking at his/her family's ambitions for him/her and his/her father's occupation.					
Visits from industrial chemists would create more interest in a chemistry class.					
Good high schools have a high percentage of students who go to college.					
Every student should graduate from high school with a saleable skill he/she can use on a job.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Students going on to college should not make their career plans while in high school.					
Every high school graduate should be guaranteed either further education or immediate employment.					
A high school student should receive credit toward graduation for working as a:					
a. Camp Counselor					
b. Gas station attendant					
c. Stock clerk					
d. Teacher assistant					
e. Hospital volunteer					
f. Political campaign worker					
g. Dental assistant					
h. Sales clerk					
i. Any kind of work					
Elementary school would be better if centered around the world of work.					
The school guidance department should carry the primary responsibility for career education.					
There are areas in the school program more important than career education that need our time, money, and effort.					
An effective program of career education would lower the school dropout rate.					
Students should hold several kinds of jobs before leaving high school.					
Most high school graduates are not prepared to enter the business world.					
Guidance counselors don't know enough about career possibilities for students.					
The present high school vocational education courses teach students enough about the world of work.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.					
Courses such as art and music would be damaged by including information about job possibilities in those fields.					
If schools were career-oriented, they would be useful to more students.					
Most local business and professional people would help with a career program in the schools.					
Career education will cost money but will be a saving for society because of an increase in employment.					
State and federal governments should pay the full cost of career education.					
Our local community should pay for career education if the state and federal governments cannot.					
Local residents would be eager to visit schools to talk to students about their jobs.					
Students who are good in history should be told about jobs in this field.					
Career education should be available to all students from kindergarten through grade 12.					
Separate courses on career education would be better than incorporating this subject into existing courses.					
Foreign language teachers should teach about careers in their classes.					
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
As part of the high school program, students should be allowed to leave school during the day to work.					
Students should be permitted to miss regular classes in order to go on a field trip with another class.					
Career education should be taught by special career education teachers rather than by regular teachers.					
The quality of education would be raised by an emphasis on jobs and work.					
Career education is just another fad that will soon be forgotten.					

Part III **DIRECTIONS:**

In this section we are interested in finding out what you know about the career education program. Check one of the three boxes.

	True	False	Don't know
I know something about the career education program.			
The career education program will affect all students at all grades (Kindergarten–12).			
The career education program will give every student a job skill before high school graduation.			
The career education program will raise the ambitions of all students.			
The career education program will help students make realistic career choices.			
The career education program will not change high school vocational education courses.			

COMPREHENSIVE CAREER EDUCATION QUESTIONNAIRE

This questionnaire* is adapted from an earlier edition entitled, "Comprehensive Career Education Staff Development Questionnaire." It is suggested as a further alternative for any of the three previously described programs in Appendix B. Forms for collecting demographic data from staff, parents, and employers might be those depicted in the previous sections if such data are desired.

In its present form, it would be usable with all those populations. Additional questions designed specifically for staff are listed at the end of the instrument as revised.

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*A modified version of this questionnaire is contained in a presently available Career Education Staff Development Handbook titled *Attitudes toward Career Education*, The Center for Vocational Education, Columbus, Ohio, 1974.

COMPREHENSIVE CAREER EDUCATION QUESTIONNAIRE

Kaare Jacobsen
Harry Drier
The Center for Vocational Education
The Ohio State University, Columbus, Ohio
1975

The purpose of this questionnaire is to find out how you feel about career education in the schools. Your answers will help your local educational leaders design programs that best represent your interests and needs.

This form should take approximately fifteen–twenty minutes of your time to complete. When completed, please return the form to your in-service leader. Please do not sign your name but you are requested to include your employee number in order to help us to analyze follow-up data.

DIRECTIONS:

Please read each statement carefully and then circle your response. Each item has a five point response scale as follows:

Strongly Agree (S.A.)	5	4	3	2	1	Strongly Disagree (S.D.)

QUESTIONNAIRE

Circle one response for each statement:	S.A.	5	4	3	2	1	S.D.
1. An effective program of career education would lower the school dropout rate.		5	4	3	2	1	
2. If schools were career-oriented, they would be useful to more students.		5	4	3	2	1	
3. Most local business and professional people would help with a career program in the schools.		5	4	3	2	1	
4. Career education will be of greater long term value to boys than to girls.		5	4	3	2	1	
5. The quality of education would be raised by an emphasis on jobs and work.		5	4	3	2	1	
6. Elementary school is too early for a student to start thinking about career possibilities.		5	4	3	2	1	
7. Career education is just another fad that will soon be forgotten.		5	4	3	2	1	

	S.A.	5	4	3	2	1	S.D.
8. I accept the idea that individualized instruction using performance objectives allows students to experience success more often.		5	4	3	2	1	
9. The school guidance department should carry the primary responsibility for career education.		5	4	3	2	1	
10. The present high school vocational education courses teach students enough about the world of work.		5	4	3	2	1	
11. Career education will cost money but will be a saving for society because of an increase in employment.		5	4	3	2	1	
12. Career education should be available to students from kindergarten through grade 12.		5	4	3	2	1	
13. I'm convinced that differentiated team teaching is a waste of time.		5	4	3	2	1	
14. Elementary school would be better if centered around the world of work.		5	4	3	2	1	
15. As part of a teaching team, I could spend more time developing creativity, responsibility, and habits of inquiry in students.		5	4	3	2	1	
16. Courses such as art and music would be damaged by including information about job possibilities in those fields.		5	4	3	2	1	
17. Students going on to college should not make their career plans while in high school.		5	4	3	2	1	
18. Local residents would be eager to visit schools to talk to students about their jobs.		5	4	3	2	1	
19. Career education should be taught by special career education teachers rather than by regular teachers.		5	4	3	2	1	
20. There are areas in the school program more important than career education that need our time, money, and effort.		5	4	3	2	1	
21. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.		5	4	3	2	1	

	S.A.	5	4	3	2	1	S.D.
22. Foreign language teachers should teach about careers in their classes.		5	4	3	2	1	
24. I say that differentiated team teaching is asking too much of established teachers.		5	4	3	2	1	
25. Students should hold several kinds of jobs before leaving high school.		5	4	3	2	1	
26. Students who are good in history should be told about jobs in this field.		5	4	3	2	1	
27. Visits from industrial chemists would create more interest in chemistry class.		5	4	3	2	1	
28. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.		5	4	3	2	1	
29. One can easily predict a child's eventual career by looking at his family's ambitions for him/her and his/her father's occupation.		5	4	3	2	1	
30. Students should be told about different jobs and job requirements during the study of every subject in every grade.		5	4	3	2	1	
31. Every student should have at least one paying job before graduating from high school.		5	4	3	2	1	
32. "Career Education" is another name for vocational education.		5	4	3	2	1	
33. Every high school graduate should be guaranteed either further education or immediate employment.		5	4	3	2	1	
34. Our local community should pay for career education if the state and federal governments cannot.		5	4	3	2	1	

ADDITIONAL QUESTIONS FOR STAFF:

1. I teach my classes without assistance and discourage others from helping.		5	4	3	2	1	
2. I do not work well enough with others to make differentiated team teaching work.		5	4	3	2	1	

	S.A.	5	4	3	2	1	S.D.
3. I find that individualized instruction using performance objectives is valuable in helping the student succeed.		5	4	3	2	1	
4. I believe it is more important to work with the entire class than to spend a lot of time with individuals.		5	4	3	2	1	
5. I regularly use performance objectives with individualized learning experiences to help my students develop to their potential.		5	4	3	2	1	
6. I would greatly dislike being a member of a differentiated teaching team.		5	4	3	2	1	

APPENDIX C

The post-workshop feedback instruments of this appendix are an adapted revision of a variety of field test materials developed at The Center for Vocational Education as a part of the Comprehensive Career Education Model project, 1974. The documents herein are to function as guidelines for local instrument development based upon workshop objectives and specific populations. It is suggested that the sole purpose of similar instrumentation be for obtaining workshop-related revision information.

CAREER ATTITUDE AND VALUE EXPANSION

Post-Workshop Evaluation Instrument

This booklet contains relatively easy to complete instruments. Please respond to the various items in these instruments as frankly as possible, since your responses will be used to revise and improve future workshops. You are, however, encouraged not to respond to any particular item about which you feel reluctant.

The instrument in this booklet was designed only to collect workshop-related revision information. In no way will anyone attempt to use the results to make any judgmental statements about workshop participants. It is further understood that participation in this trial test is voluntary on the part of the takers.

NOTE: This post-session booklet is included to give an idea of the types of feedback and kinds of item construction which may be useful in evaluating the impact of programs for staff, parents, and employers described in Chapter III. It will need to be adapted to the content of the actual programs developed in the specific rural setting in which it is used.

PARTICIPANT QUESTIONNAIRE

I – Program Structure Inventory

The following questionnaire was developed to elicit your suggestions for improving the content, activities, and organization of the first day of the workshop.

DIRECTIONS:

Please respond to each of the following items or groups of items by circling the number that best expresses your attitudes. You are also encouraged to further express yourself by writing notes on both sides of the pages if necessary.

1. How valuable would each of the following activities be at a workshop of the type you are attending? (Sample materials or techniques used during workshop.)

	Very Little Value				Very Great Value
a. Workshop Introduction	1	2	3	4	5
b. Awareness Session (Legislation on discrimination)	1	2	3	4	5
c. Film, "Prejudice, A Lesson to Forget"	1	2	3	4	5
d. Official State Career Education Guidelines	1	2	3	4	5
e. Role Playing Experience	1	2	3	4	5
f. Etc.	1	2	3	4	5

2. Now that you have completed the first session, how would you rate the relationship between the activities and the stated objectives for Session 1?

Very Weak Relationship				Very Strong Relationship
1	2	3	4	5

3. Which of the following best indicates your perceptions of the organizational format used during this session?

Very Poor				Very Good
1	2	3	4	5

4. Which of the following best indicates your feelings toward the overall effectiveness of this session?

Very Ineffective				Very Effective
1	2	3	4	5

5. In general, how much help did you receive from this session?

Very Little				Very Much
1	2	3	4	5

Briefly explain how you feel the session has helped you:

6. In general, how would you rate the handout materials used in this session?

Very Inadequate				Very Adequate
1	2	3	4	5

7. In general, how would you rate the visual aids used in this session?

Very Inadequate				Very Adequate
1	2	3	4	5

PROGRAM QUALITY INVENTORY
(Example)

Listed below are some of the experiences/materials used during this session of the workshop. Please place a check (✓) in the box that best indicates your perceptions of the quality of each of these experiences/materials.

I felt the experience was of: ———	Low Quality	Fairly Low Quality	Average Quality	Fairly High Quality	High Quality	In the space below please indicate the major problem you saw with each of the designated experiences. Also, indicate how you feel that problem might be resolved.
8. Workshop Format Presentation (Handout No. 1)						Major Problem: Possible Resolution:
9. Rationale for Counseling Program (Lecture, introductory experience, and the associated group discussion						Major Problem: Possible Resolution
10. Awareness Session—Legislation Discrimination						Major Problem: Possible Resolution:
11. Introduction to the need for Opportunity provision for Student Career Development (Effects: the film: "Prejudice, A Lesson to Forget"						Major Problem: Possible Resolution:
12. Role Playing: Experiencing (Role Playing Methods for Career Attitude and Value Communication through spontaneous role playing situation)						Major Problem: Possible Resolution:
13. Role Playing: Attitude and Value Expansion Situation (Role playing experience, Handout No. 4 and any associated group discussion)						Major Problem: Possible Solution:

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*Direct reference

Unstarred are background materials.

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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Special thanks is extended to the following Career Education Planning District (CEPD) coordinators who provided much leadership and coordination to the material review process.

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